



**ST. MARY'S UNIVERSTIY
SCHOOL OF GRADUATE STUDIES**

**FACTORS THAT AFFECT THE MOTIVATION OF THE TEACHING
STAFF: THE CASE OF NEWAY CHALLENGE ACADEMY**

BY:

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**ADDIS ABABA, ETHIOPIA
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ABBREVIATIONS

ERG: Existence, Relatedness and Growth

HRO: Human Resource Office

HR: Human Resource

NCA: Neway Challenge Academy

NCA- No.1 : Neway Challenge Academy- Number One

NCA- No.2 : Neway Challenge Academy- Number Two

LSPC: Liza School and Preparatory College

SPSS: Statistical Package For Social Sciences

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ABSTRACT

The notions of motivation and work performance have become a popular driving force behind most successful organizations. Neway Challenge Academy (NCA) has made numerous efforts towards the motivation of its academic staff however, the challenge facing the implementation of these measures continues to persist. This study was undertaken in this school and its major focus was geared towards identifying both the factors that are related to the job and related to the work environment, trying to examine the motivational schemes currently employed by the school and exploring the ranked importance of some selected motivational factors. The study employed both qualitative and quantitative approaches and a descriptive approach was used. In order to respond to the research questions, 83 from a total of 139 teaching staff randomly selected. Besides, about six employees in the management section were selected through for interview. The study also employed the content based motivational theories .These theories are all in line with the major objective of this study which is identifying and assessing the motivational factors. The results of the study indicated that the factors “Responsibility, Recognition, job security, good relation with supervisor & coworkers, and suitable working condition and environment” were found to influence the teaching staff positively. These factors were found majority of the staff. The rest of the factors: “Opportunity for growth & promotion, good salary and benefits, and the school’s policy” were found to demotivate the teaching staff of NCA. With regard to other ranking of the motivational factors, the respondents of the study ranked them according to their importance .With regard to the motivational packages that the school employed, it was found out that the school is using only one intrinsic factor (recognition) to motivate the teaching staff and not manipulating the other five as it should. Finally it was recommended that the school need to match its motivational packages with the orientation of the staff. It should also improve the factors that affected the motivation of the staff negatively and manipulate the existing packages to the optimum.

CHAPTER ONE

INTRODUCTION

This chapter starts by presenting background discussion on the selected topic of this study. At the end of this discussion, the research questions are formulated and the main purpose of this study is established. What this research hopes to contribute and the delimitations and organization of this study are also discussed.

1.1. BACKGROUND OF THE STUDY

Employees are the key driving force of any organization that exerts effort to put company's decisions into action with a view to achieve the goals of the organization (Safiullah, 2015). Employees, therefore, are regarded as essential resource of organization, and the issue of employees' motivation has become an obligatory part of the human resource strategy of an organization. (Tosi, & Mero,2003)

"Motivation is the force that makes people chooses a particular job, stay with that job and work hard in that job" (Lin, 2007:15). Therefore, successful companies generally recognize the crucial role of acquiring the right workforce and retaining employees by motivating them if they hope to stay viable in the educational or in any other industry.

Moreover, the modern trend in human resource management highlights the importance of motivating employees and helping them develop in the respective skills and talents to get maximum output from these resources. Different companies, particularly educational institutions, are trying their best to fulfill employee needs and demands as well as using different techniques to motivate and develop their workforce. (Ali & Islam, (n.d.))

Various theories have been proposed by the researchers on how to motivate employees in organizations in different ways. These theories of motivation are mostly developed from both content and process theories of motivation. Content theories attempt to identify factors within individuals and their environments that energize and sustain behavior. These theories include Maslow's theory or hierarchy of needs and Herzberg's two-factor theory and others. Whereas cognitive or process theories attempt to explain how environment factors are moderated by personality factors and psychological states to energize and sustain behavior. Examples of

process theories include the operant learning theory, Adam's equity theory, Vroom's expectancy theory etc. (Herzberg, 2003).

Content theories of motivation, to which this study adheres to, for instance, suggest that people tend to be motivated with the intention of fulfilling their unsatisfied needs, i.e. they exert effort hoping that their needs will be satisfied (Herzberg, 2003).

Herzberg, proponent of the content theories, proposed that motivation and demotivation are entirely isolated issues. Herzberg understands that there are two factors. These are: Motivation factors/satisfiers and Hygiene factors/dissatisfiers. Motivation factors or satisfiers are the job factors that if delivered enhance satisfaction or motivation but their absence does not necessarily create dissatisfaction. These satisfiers consist of work itself, responsibility, recognition, achievement, and growth. These aspects, if present, are called satisfiers. Besides, aspects of job factors that are called dissatisfiers are: company policy, pay, working conditions, and supervisors' relation. (Nasser, 2012)

Both motivating and demotivating factors on job are believed to be crucial for the organizations to administer because they ultimately impact the productivity as well as the effectiveness of both the workers and the performance of the organization (Latham, 2007). In order to increase the efficiency of employees in particular, and an organization in general, it is important to enhance the effectiveness of employees, so that they may have optimistic attitudes towards their jobs. It is a fact that general attitude of employees towards their job, organization and life do have an effect on the grade of their job satisfaction. (Nasser, 2012) For this reason, it is very important and useful for the organizations to realize the factors that can create motivation because motivated employees can contribute to improved morale which in turn will bring greater happiness and greater self-realization (Latham, 2007).

Teachers' role in the realization of aims and objectives of education cannot be ignored. Teachers who are demotivated will not be committed to their jobs and be productive in their services. Such teachers will not be doing at the best of their potentialities and abilities (Karabenick and Schieb, 2011). Due to this condition, not only the teaching occupation will suffer from disrepute but the attainment of objectives of education will also be adversely affected.

Neway Challenge Academy (NCA) as the one with very good reputation private school in Addis Ababa has been striving to remain among the prominent private local and international schools. It strives to serve quality education and maintain motivated academic staff and non-academic employees in order to survive the fiercest competition with other newer and better private schools.

Therefore, NCA has been employing various motivational schemes. For instance, for two consecutive years since 2005 E.C., the school has been employing financial benefits in terms of bonus, and transportation allowance. Free and half school fee for children of the teaching staff was also the other motivational package the school employed. Paying extra attention over these two schemes, the school has been trying to improve the performance of its employees, and overcome the escalating turnover and the declining performance of its employees particularly the teaching staff.

To this end, this study is aimed at investigating the factors that affect the motivation of NCA's teaching staffs. In doing so, the present study tried to identify both the intrinsic and extrinsic factors that affect the motivation of the teaching staff of NCA based on the content theories of motivation. The study also tried to rank the factors that yield positive motivation based on the situational realities of the private school under investigation and finally, it tried to propose alternative solutions for the long lasting motivational problem that the school has been experiencing.

1.2. STATEMENT OF THE PROBLEM

Motivation seems to be one of the most important tools of Human Resource Management. Organizations design motivation systems to encourage employees to perform in the most effective way. The key to create the efficient motivation system is an answer to the question: what really motivate employees? (HossainI & HossainI, 2012)

Organizations need motivated employees for survival. Motivated employees are needed in our rapidly changing workplaces. Motivated employees are needed for the survival of the organizations and it helps to increase productivity. Besides, employee performance is directly related to motivational factors (Kirmanen, & Salanova, 2010). On the top of that, to be effective, managers need to understand what motivates employees within the context of the roles they

perform. Of all the functions a manager performs, motivating employees is arguably the most complex. This is because of the fact that what motivates employees' changes constantly. (Azizzadeh, et. al .2014)

A number of studies have been conducted with regard to motivation and performance by taking motivational factors as independent variables for having a viable organizational performance. Natnael (2014) for instance, reviewed the impact of motivation on the job performance of employees of Moha Soft drinks Industry. The results of the study showed that there was a strong relationship between the managerial approach of the industry and the performance of its employees.

With regard to motivational packages, only Andarge (2013) conducted a study on Moha Soft drinks Industry. He examined workers motivational situation and its importance to productivity of the organization. The results of the study showed that the working conditions, the organization's financial and non-financial rewards , level of recognition, decision-making , delegation authority, and the ways of information flows on organizational(policies, working practices and procedures) in the organizations were satisfactory and attractive. However, their feelings were neutral by the feedback that they have received about their past job performance and their degree of interest were neutral. However, no study conducted with regard to the factors that affect the motivation level of employees. Thus to this end there was a gap that this study filled.

One of the problems that NCA currently facing is lack of employee motivation, which has been affecting the school's performance. The performance of NCA employees, starting from 2005 E.C. academic year, has been declining compared to the previous years'. This has been characterized by a decline in the annual performance results. Besides, an increase in turn-over rate has also been exhibited since then.

The school has listed lack of the academic staffs' motivation as one of the major causes of the declining of performance and increasing rate of turn-over. Accordingly, the school human resource (HR) office has been trying to overcome these problems through various motivational activities. For instance, the office has been offering wage increments for those who appealed resignation. Similar increments have also been made for those who do their best and maximize

organizational productivity. Rent and transportation allowances have been employed as the other motivational activity particularly for those who perform better and who are seniors too. However, the school cannot keep its level of productivity and cannot also keep its employees motivated with the type of motivational practices it has employed. This might have been contributed by inadequate employees' motivation and failure to identify the motivational factors that affect the level of the teaching staff. The school attributed to very few motivational schemes that consistently failed to bring success.

Therefore, the major purpose of this study was to find which motivation factors are seen as the most important by the teaching staff of Neway Challenge Academy (NCA). This study also tried to investigate the motivational factors: the factors that play major roles in affecting the staffs' motivation positively or negatively. This study tried to analyze the current motivational activities in light with the content based motivation theories. The knowledge from the theoretical part of this paper combined with the results of the research would be useful for managers and HR professionals of the NCA.

1.3. RESEARCH QUESTIONS

The study has got the following research questions:

- What are the factors that affect the motivation of the NCA's teaching staff to undertake their job as required?
- Which motivational factors are more relevant to the teaching staff's motivation and make them perform at their peak?
- How effective are the current motivational schemes/ packages of the school?

1.4. OBJECTIVES OF THE STUDY

The study has the following general and specific objectives.

1.4.1. General Objectives

The purpose of this thesis was to examine the role of intrinsic and extrinsic factors in affecting the level of the teaching staff's work motivation by utilizing the content based theories of motivation as foundation. Therefore, the general objective of the study is:

- ❖ To examine the factors that affect the level of work motivation of the teaching staff of NCA

1.4.2. Specific objectives

Specifically, the study is aimed to achieve the following objectives:

- To identify the motivational factors which are related to the job and the environment in which the job is undertaken and affect employees attitudes towards their job
- To examine the ranked importance of some motivational factors that affect the willingness of NCA's employees to exert more effort in the job
- To access the level of teaching staff's reaction towards the effectiveness of the current motivational packages of the school

1.5. SIGNIFICANCE OF THE STUDY

The knowledge from the theoretical part of this study combined with the results of the research would be useful for professionals and managers to understand the importance of motivating employees, the factor that affect employees' motivation and the means as to how to address the motivational needs of the NCA's teaching staff. Therefore, the study:

- Initiates other interested researchers to carry out more extensive studies in the area.
- Serves as a reference material for both academicians and practitioners
- Creates good understanding of the current status of motivation and its effect on performance for the concerned bodies of the school under investigation.
- Helps the study organization build a better motivation scheme that goes in line with the motivation orientation of its staff

1.6. SCOPE OF THE STUDY

If the study had not focused only on one private school that is found in Addis Ababa, it would have obtained a lot of information that might be useful for all private and government school. However, it is impractical or unmanageable to include all the private schools because of various limitations. Neway Challenge Academy has two branches in the same sub-city: Nifasilk Lafto. This study is planned to be conducted considering only all the teaching staff of the school who are found in all the four divisions (Kindergarten, primary, secondary and preparatory).

1.7. ORGANIZATION OF THE PAPER

The structure of this thesis can be broken down into five general parts. The first part is an introduction. It contains basic information about theoretical foundations of this study, the importance of the topic of motivation, statement of the problem and the major and specific

objectives of the study. It also presents research question and explains what the aim of the paper is. Finally, it suggests for whom the results of this study might be useful. The second part discusses in detail about the theoretical frame works of the study. The third part deals with the methodology and the researches design. The analysis, findings of the study and discussion part comes in chapter four. The last part draws conclusion and forwards recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Managers are continually challenged to motivate a workforce to do two things. The first challenge is to motivate employees to work towards helping the organization achieve its goals. The second is to motivate employees to work toward achieving their own personal goals.

Meeting the needs and achieving the goals of both the employer and the employee is often difficult for managers in most organizations. In the school, however, this is often more difficult, in part as a result of the complexity of academic organizations, but also as a function of the wide array of employees who are employed by or work collaboratively with education offices in delivering quality education. To be successful, school managers need to be able to manage and motivate this wide array of employees. (Batool, 2013)

This chapter reviews the literature of two major theories of motivation namely: the content (needs) based motivation theories, the process based theories of motivation. In doing so, both extrinsic and intrinsic factors of motivation and motivation will be discussed along with Herzberg's two-factor theory. This section also brings to light what can be done in order to motivate academic staff to achieve organizational objectives and goals.

2.1. CONCEPTS OF MOTIVATION

According to Flynn, (2013), a motive is something as a need or a desire that causes a person to act. Motivation is also defined as "the act or process of providing a motive that causes a person to take some action (Latham, 2007). In most cases, motivation comes from some need that leads to behavior when the need is fulfilled.

'Stimulus' or motivation is defined as a driving force which sets individuals into motion (Latham, 2007). Motivation is referred as to any efforts to set an individual or individuals into action for a definite purpose. As stated by Flynn, what makes an individual take an action and leads them is their thoughts, beliefs, needs and fears. (Flynn, 2013)

2.1.1. Who Motivates Employees?

The real motivation to act comes from within the individual. Managers do exert a significant amount of influence over their employees, but they do not have the power to force a person to

act. They can work to provide various types of motivational schemes in an effort to influence an employee in any number of ways, such as by changing job descriptions, rearranging work schedules, improving working conditions, adjusting pay etc. While these may have an impact on an employee's level of motivation and willingness to act, when all is said and done, it is the employee's decision to take action or not. In discussing management and motivation, it will be important to continually remember the roles of both managers and employees in the process of motivation (Frey, & Osterloh, 2002).

2.2. THEORIES OF MOTIVATION

A motivated and qualified workforce is crucial to increase productivity and the quality of the organizational services in order to achieve organizational objectives. The challenge and dilemma for many managers is how to create this type of motivation (Ajang, 2010).

We can distinguish between content and process motivation theories. Content theories focus on 'what', while process theories focus on 'how' human behavior is motivated (Kirsten, 2010). Content theories are the earliest theories of motivation. Within the work environment they have had the greatest impact on management practice and policy, at the same time as within academic circles they are widely accepted. (Batool, 2013) Content theories are also called needs theories: they try to identify what our needs are and relate motivation to the fulfilling of these needs. The content theories can better explain what motivate or demotivate us while Process theories are concerned with "how" motivation occurs, and what kind of process can influence our motivation. (Ajang, 2010)

The main content theories are: Maslow's needs hierarchy, Alderfer's ERG theory, McClelland's achievement motivation and Herzberg's two-factor theory. The main process theories are: Victor Vroom's expectancy theory, Adam's equity theory and Locke's goal setting theory.

Table-1: Content and Process Theories of Motivation

<p>Content Theories of Motivation: Maslow's Need Hierarchy Alderfer's ERG Theory McClelland's Learned Needs Herzberg's Two Factor Theory</p>	<p>Process Theories of Motivation: Expectancy Theory Equity Theory Goal Setting</p>
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Source: Kirstein, (2010)

No single motivation theory explains all aspects of people's motives or lack of motives. Each theoretical explanation can serve as the basis for the development of techniques for motivating. (Kirstein, 2010) Therefore, this study employed four of the content theories in order to identify both the intrinsic and extrinsic factors of motivation. This is done because according to Johnson, (1997), these types of theories are meant to identify the motivational factors. Besides, since one theory in content/ needs based theory is a continuation of the earlier one, more emphasis is given for McClelland's Learned Needs and Herzberg's Two Factor theories.

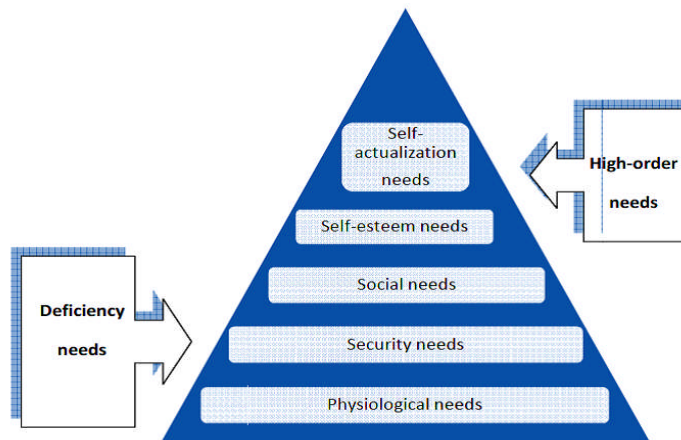
The following section briefly highlights the two major motivational theories, and the intrinsic and extrinsic factors of motivation that are derived from the content based theories,

2.3. CONTENT THEORIES OF MOTIVATION

2.3.1. Abraham Harold Maslow's Theory of Need

In his hierarchy of need Maslow claimed a hierarchy of needs that progresses from the lowest, subsistence-level need to the highest level of self-awareness and actualization. These are physiological needs, safety needs social needs, esteem needs and self fulfillment needs. The principle behind the hierarchy is that needs at each level have to be satisfied to some extent before needs on the next higher level can be satisfied. In other words, Once each level has been met, the theory is that an individual will be motivated by and strive to progress to satisfy the next higher level of need. Besides, the lower four needs are called deficiency needs because they motivate people to meet them and until they are met, people find it difficult to respond to higher-order or so-called growth needs. (Maslow, 1970) The five levels in Maslow's hierarchy are as follows.

Figure 1: Maslow's hierarchy of needs



Source: Kirstein, (2010)

A. Physiological needs:

The lowest order of human needs consists of the basic basics of life, such as air, water, food, sex and sleep. The lower order needs have to be satisfied in order to pursue higher level motivators along the lines of self-fulfillment. These can be acquired if money and employment are there. (Maslow, 1943)

B. Security and safety needs:

Following the achievement of physiological needs, ones attention shifts to safety and security needs in order to overcome the threat of physical and emotional difficulties This level represents stability (including financial security) and freedom from physical threats and dangers, a safe home environment, employment, access to health care, money, a healthy and safe work environment, and other basic necessities. (Miner, 2005) People want to be assured that their survival is not in jeopardy. Their work should give them this kind of security. Many teachers have entered the education system because the service can provide a secure and stable job. (Kirmanen, & Salanova, 2010)

C. Belonging needs:

If the first two levels are fairly well gratified, a person becomes eagerly aware of the absence of friends. This includes, giving and receiving of love, friendship, affection, belonging, association, and acceptance. Feedback from group members which confirms one's sense of belonging is necessary. (Maslow, 1943)

D. Status and self-esteem needs:

These needs refer to the need to feel valued and respected by the self and significant others. The need for such recognition is partly met by medals, promotions, et cetera. Satisfaction of these needs leads to self-confidence and a sense of gratification. (Miner, 2005 & Maslow, 1943)

E. Self-actualization needs:

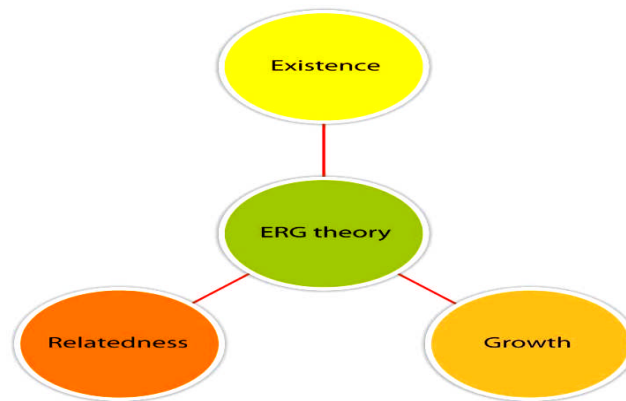
Self fulfillment is the highest point of Maslow's motivation theory. These needs refer to the needs to fulfill one's potential and to develop one's capacity. He believes at this point individuals have the desire to achieve their full potential and skills. Contrary to the lower needs, this need is never fully satisfied; as people grow psychologically new opportunities to grow tend to emerge. (Maslow, 1970; Lin, 2007 & Flynn, 2013)

This is, man is always wanting and therefore it is only a need that is not satisfied that can motivate behavior and the dominant need is the one that makes one to act in a particular way in order to fulfill it. People develop psychologically as they advance up the hierarchy but progress is not achieved in a straightforward manner. (Maslow, 1970; Lin, 2007 & Flynn, 2013) Besides, the lower needs continue to exist temporary and dominate motivation and individuals time and again return to needs that have been satisfied earlier. In line with his argument is that, for adequate work motivation leaders and managers need to understand the active needs that create individual employee motivation. (Lin, 2007 & Flynn, 2013)

2.3.2. Alderfer's ERG Theory

Clayton P. Alderfer's ERG (Existence, Relatedness and Growth) theory condenses Maslow's five human needs into three categories: Existence, Relatedness and Growth. The three components identified by Alderfer drew upon Maslow's theory, but also suggested that individuals were motivated to move forward and backward through the levels in terms of motivators. (Kirstein, 2010)

Figure -2. Categories of Human Needs



Source: Kirstein, (2010)

Existence: - which related to Maslow's first two needs, thus combining the physiological and safety needs into one level. This includes all material and physiological desires (e.g. food, water, air, clothing, safety, physical love and affection). This corresponds closely to Maslow's first two levels. (Lin, 2007 & Flynn, 2013)

Relatedness: - which addressed the belonging needs. Encompass social and external esteem; relationships with family/ friends, co-workers and employers. This also means to be recognized and feel secure as part of a group or family.

Growth: - which pertains to the last two needs, thereby combining esteem and self-actualizations. Internal esteem and self actualization; these impel a person to make creative or productive effects on himself and the environment. This category corresponds to Maslow's fourth and fifth levels which includes desires to be creative and productive, and to complete meaningful tasks. (Lin, 2007 & Flynn, 2013)

Even though the priority of these needs differ from person to person, Alderfer prioritizes in terms of the categories' concreteness. Existence needs are the most concrete, and easiest, to verify. Relatedness needs are less concrete than existence needs, which depend on a relationship between two or more people. Finally, growth needs are the least concrete in that their specific objectives depend on the uniqueness of each person. (Kirmanen, & Salanova, 2010)












Alderfer also added his frustration-regression principle, which postulated that individuals would move in an out of the various levels, depending upon the extent to which their needs were being

met. This approach is deemed by students of management to be more logical and similar to man individuals' world views. (Kirmanen, & Salanova, 2010)

2.3.3. Herzberg's two-factor (motivation-maintenance) model

Herzberg (2003) further modified Maslow's needs theory and combine down to two areas of needs (sets of work factors) that motivated employees. The area that relates to the actual execution of the work and these factors are called motivators or satisfiers. The other set of factors relates to the work environment and are known as hygiene factors or dissatisfiers. (Herzberg, 2003)

Table- 2: Herzberg's two factor theory

The effects of non-fulfillment (left side) and fulfillment (right side) of Herzberg's two factor theory	
HYGIENE FACTORS	MOTIVATORS
<ul style="list-style-type: none">  Salary  Status  Security  Working Conditions  Policies and Administrative practices  Interpersonal Relationships 	<ul style="list-style-type: none">  Meaningful & Challenging Work  Recognition of Accomplishments  Feeling of Achievement  Increased responsibility  Opportunities for Growth and Advancement

Source: Kirstein, (2010)

i. Hygiene factors-

These were characterized as lower level motivators and included, for example, “company policy and administration, supervision, interpersonal relationships, etc. Herzberg's two-factor theory suggests that employees are not motivated by extrinsic factors such as salary, working conditions and job security, but by intrinsic factors such as achievement, recognition and responsibility.(Herzberg, 2003) If appropriate hygiene factors are provided, employees will not be dissatisfied with their work, but neither will they be motivated to perform at their full potential (Herzberg, 2003)

The hygiene factors symbolized the physiological needs which the individuals wanted and expected to be fulfilled. According to the same author, Hygiene factors include:

a. Pay- The pay or salary structure should be appropriate and reasonable. It must be equal and competitive to those in the same industry in the same domain.

b. Company Policies and administrative policies- The company policies should not be too rigid. They should be fair and clear. It should include flexible working hours, dress code, breaks, vacation, etc.

c. Fringe benefits- The employees should be offered health care plans (medic aim), benefits for the family members, employee help programmes, etc.

d. Physical Working conditions- The working conditions should be safe, clean and hygienic. The work equipments should be updated and well-maintained.

e. Status- The employees' status within the organization should be familiar and retained.

f. Interpersonal relations-The relationship of the employees with his peers, superiors and subordinates should be appropriate and acceptable. There should be no conflict or humiliation element present.

g. Job Security- The organization must provide job security to the employees.

ii. Motivational factors-

Motivational factors emphasized higher level factors and focused on aspects of work, such as "achievement, recognition for achievement, the work itself etc. Motivators produce real motivation, and when they are inadequate, there is no motivation. (Ali, & Islam, n.d) Although hygiene factors are not motivating, they are a prerequisite for motivation (Johnson, 1997). Herzberg, (2003) distinguished between educators as motivation seekers and hygiene seekers, and found that motivation seekers showed greater commitment to teaching than hygiene seekers. (Herzberg, 2003) The motivators symbolized the psychological needs that were perceived as an additional benefit. Motivational factors include:

h. Recognition- The employees should be praised and recognized for their accomplishments by the managers.

i. Sense of achievement- The employees must have a sense of achievement. This depends on the job. There must be a fruit of some sort in the job.

j. Growth and promotional opportunities- There must be growth and advancement opportunities in an organization to motivate the employees to perform well.

k. Responsibility- The employees must hold themselves responsible for the work. The managers should give them ownership of the work. They should minimize control but retain accountability.

l. Meaningfulness of the work- The work itself should be meaningful, interesting and challenging for the employee to perform and to get motivated.

2.3.4. McClelland's Acquired Needs Theory

David McClelland proposed that an individual's specific needs are acquired over time and are shaped by one's life experiences. A person's motivation and effectiveness in certain job functions are influenced by these three needs. These are: need for achievement, need for affiliation and need for power/authority.

The idea here is that needs are acquired throughout life. That is, needs are not innate, but are learned or developed as a result of one's life experiences. (Stella, 2008) The details of each of these types of needs are as follows.

a. Need for achievement: - which emphasizes the desires for success, for mastering tasks, and for attaining goals. The achievement motivated person is one that seeks achievement, attainment of realistic but challenging goals, and advancement in the job. There is a strong feedback about achievement and progress, and a need for a sense of accomplishment. (Miner, 2005)

People with a high need for achievement seek to excel and thus tend to avoid both low-risk and high-risk situations. Achievers avoid low-risk projects; achievers see the outcome as one of chance rather than one's own effort. High achievers are individuals that prefer work that has a moderate probability of success, ideally a 50% of chance. They prefer either to work alone or with other high achievers. (Miner, 2005)

b. Need for affiliation:- which focuses on the desire for relationships and associations with others and ,

c. Need for power/ authority: - this driver produces a need to be influential, effective and to make an impact. There is a strong need to lead and for their ideas to prevail.

There is also motivation and need towards increasing personal status and prestige.

A person's need for power can be of two types- personal and institutional. Those who need personal power want to direct others, and this need often is perceived as undesirable. Persons who need institutional power (also known as social power) want to organize the efforts of others to further the goals of the organization. Managers with a high need for institutional power tend to be more effective than those with high need for personal power. (Miner, 2005 & McClelland, 1985)

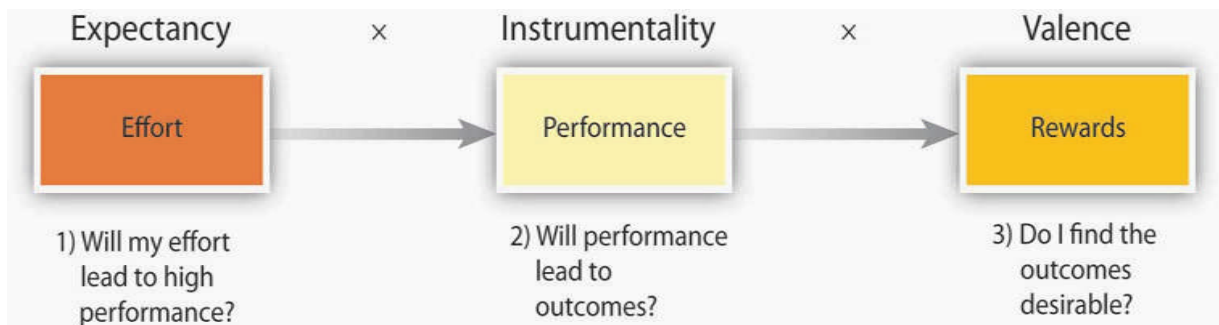
2.4. PROCESS THEORIES OF MOTIVATION

Process theories are characterized by their changing character; they are not static as content theories. Their main concern is not what motivates people but how motivation itself occurs. Process theories try to explain how and why peoples' behavior is directed to certain choices. The focus of all process theories is put on "the role of individual's cognitive processes in determining his or her level of motivation". (Latham, 2007) There are a number of theories that are grouped under the process theories. These are: Vroom's Expectancy Theory, Equity Theory, and The Goal Setting Motivation Theory.

2.4.1. Vroom's expectancy theory

Vroom's expectancy model was originally presented by Latham, (2007) however many other later researchers tried to adapt and develop it. Vroom's Expectancy theory deals with three factors: valence, instrumentality and expectancy.

Figure -3. Summary of Expectancy Theory



Sources: Kirstein, (2010)

Vroom describes valence in a relation to peoples' affecting preferences toward particular outcomes. (Ajang, 2010)The valence of outcome is positive if a person prefers attaining it instead of not attaining. Oppositely, the negative valence of outcomes characterize situation when a person prefers not attaining it instead of attaining. The third possibility is zero valence of outcome, which means that a person is indifferent between attaining outcome or not. The instrumentality is a belief that one action lead to another.

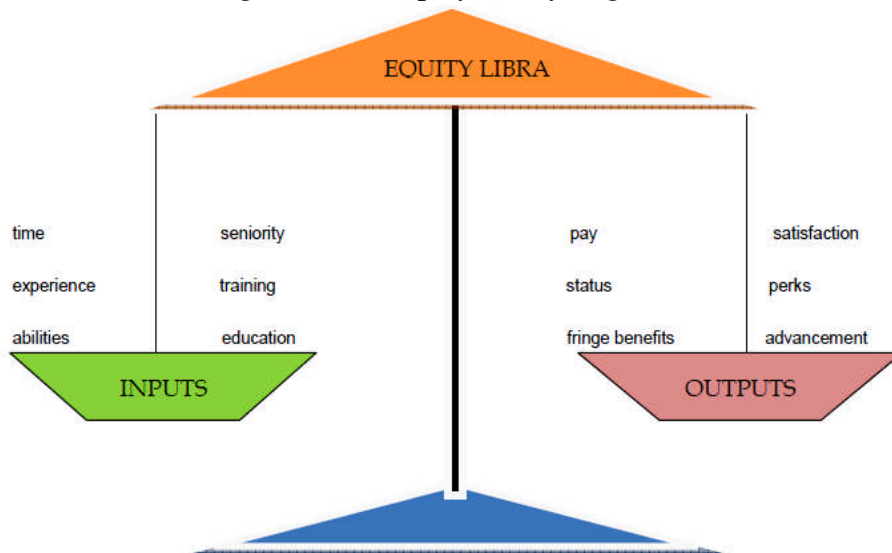
Finally, the expectancy is defined as a belief about likelihood that a particular behavior will be followed by a particular outcome. (Latham, 2007) Values of those three factors can be used to calculate the motivational force of the job. To Summarize, Vroom's theory suggests that a job is motivating for employees when they can see a relation between performance and outcome, if they have abilities to do the job and if they see outcome as satisfying their needs. Vroom's theory can be a suggestion for managers to focus on main aspects of their subordinates perceptions. (Ajang, 2010)

2.4.2. Adams' Equity Theory

Another group of process theories - equity theories, are related to the distribution of resources. There are three main aspects that are common for all equity theories. Firstly, they suggest that employees perceive a fair return for their contribution at work. Secondly, they imply that employees compare the return they received to the return received by others for the same job. Finally, they assume that employees who are in inequitable position comparing to others will try to do something to reduce the difference (Edward, et.al.1987). The theory distinguishes between employee's inputs and outputs. Inputs are understood as the number and value of contributions

that person make to his or her work. Outputs are described as the nature and quantity of received rewards for doing the job (Edward, et.al.1987)

Figure- 4: The Equity Theory diagram



Source: Kirstein, (2010)

According to Adam's theory, different employees stress different inputs and outcomes as the most important for them. However, all people evaluate their outcomes in a relation to their inputs and judge a fairness of this relation. What is suggested by the theory is the fact that people not only evaluate the equity by comparing the amount of their inputs and outputs but additionally they make social comparisons with other people. They feel that they are not treated fairly if other people receive better outputs for the same job. As was stated before, employees who encounter inequity try to do something to reduce it.

The first and the most common behavior is changing employee's own effort to increase or reduce performance. If it is not possible to solve the problem of unfairness by changing effort then employee try to cognitively reevaluate outcomes and inputs. That means for example reconsideration of own credentials or effort in a comparison to credentials or effort of a person who was chosen as a referent. The inequity may lead to some dysfunctional reactions such as stealing from employer. Finally, employee may simply decide to withdraw from a company. (Latham, 2007)

2.4.3. Locke's Goal-Setting Theory

Locke and Latham's work introduced the goal setting motivation technique which, according to them, is not only more effective than other methods, but also can be treated as a support for them. (Flynn, 2013) In their approach a goal is defined as an object or aim of an action that is attained in a specific limit of time. (Locke & Latham, 2002) One of their core findings is that the highest level of performance and effort are produced when the difficulty level of attaining goals set to high. The only limit here is an ability of a person who tries to attain a goal. Authors found that people perform better if a specific difficult goal is set than being asked to perform their routine. (Locke & Latham, 2002) What was surprising in Locke and Latham results was that performance does not differ regardless goals are assigned to people or if people participate in choosing their own goals. Authors explain it by the fact that usually superior that assigns the goal is treated like an authority. Moreover, the act of assigning a goal means that superior believes that subordinate has ability to fulfill that goal. As a result, people become motivated to prove their competences.

2.5. MOTIVATIONAL FACTORS

Identifying the factors that motivates employees or the motivational factors that affect the work motivation of employees is not an easy task. Besides, as many scholars indicated, identifying those factors is very much related with the motivational theories that one has employed. In this study as well, various theories particularly the major ones among the content based theories were consulted. This was done because the major purpose of this study was to identify the factors of motivation. Thus, about ten basic factors were selected from the content based theories and they are grouped in to two categories and discussed as follows.

2.5.1. Intrinsic Factors (Intrinsic motivators)

These factors are basically derived from individuals' relation with the job itself. (Stella, 2008) They are considered as sources of needs satisfaction. These include, "achievement, recognition, promotion and growth, responsibility, and the job itself".

2.5.2. Extrinsic Factors (Extrinsic Motivators)

These factors are factors that are related with the external environment of the job. They do not emanate from the job itself but with other tangible rewards which are resulted from the output of the job. (Stella, 2008) These includes, “job security, relation with supervisors & coworkers, salary & benefits, working conditions & environment, and company policy & administrative practices”

Table-3: Motivational Factors and their sources from literature

Study Variables	Source
Salary and other financial incentives	Herzberg et al. (1959), Linder (1998), Ölçer (2005), Hossain & Hossain (2011)
Opportunities for career growth and development	Herzberg et al. (1959), Linder (1998), Hossain & Hossain (2011)
Feeling of team spirit and cooperation among coworkers and supervisors	Herrzberg et al. (1959), Linder (1998), Ölçer (2005)
Feeling that their work is valued and appreciated/ Formal recognition	Herrzberg et al. (1959), Linder (1998), Hossain & Hossain (2011)
Challenging and interesting work (Work	Herzberg et al. (1959), Linder (1998), Hossain & Hossain (2011)
Job security	Herzberg et al. (1959), Linder (1998), Ölçer (2005), Hossain & Hossain (2011)
Good working environment	Herzberg et al. (1959), Linder (1998), Ölçer (2005)
Flexible working hour	Hossain and Hossain (2011)

Source: Safiullah, (2015)

2.6. MOTIVATIONAL FACTORS PERTINENT TO THE TEACHING STAFF

For various reasons teachers' motivation has been the focus of considerable attention. Several factors have been attributed as underlying causes of poor motivation among staff in the teaching profession. If teachers performance in schools is to be improved, it is necessary to pay attention to the kind of work environment that enhances educators' sense of professionalism and increases their motivation.(Steyn, n.d)

Research done on the motivation and morale of educators reveals that educators are influenced by both intrinsic and extrinsic factors (Barnabe 1994). Intrinsic motivation, the job content factor, manifests itself when the work itself becomes the driving force behind a person's actions. Extrinsic motivation, the job context factor, occurs when the driving force for a person's actions lies in factors outside the work itself. The intrinsic factors exercise a greater substantial influence on teachers' motivation because it arises from the job itself (Yong, 1999). The following intrinsic factors were identified by the same author: Interaction with learners, accomplishment, recognition and praise, and autonomy. The extrinsic factors identified are: salaries, promotion, and relationship with colleagues, job security, fair treatment and respect.

2.7. MOTIVATION AND EMPLOYEES ATTITUDE TOWARDS THEIR JOB

Poor learner performance, the poor conditions in many schools and the less quality of education in general raise concern regarding the attitudes of teachers towards their jobs. Furthermore, the performance of teachers has a significant impact on student learning (Yong 1999). Educators manage this learning experience and they are the main border with learners. Consequently, their motivation is crucial in determining the quality of this line. Motivated teachers are totally committed to teaching which is regarded as one of the most important factors affecting school effectiveness (Yong 1999). Furthermore, a study conducted by Atkinson (2000) clearly indicates the relationship between teacher motivation and learner motivation. There is evidence that teachers play a crucial role in sustaining, enhancing or even decreasing learner motivation (Atkinson 2000)

If teachers' performance in schools is to be improved, it is necessary to pay attention to the kind of work environment that enhances teachers' sense of professionalism and increases their motivation. By identifying the factors that enhance the motivation of teachers, educational managers can implement and execute effective strategies to ensure that teachers will perform their duties in an effective, enthusiastic and motivated manner. Educational managers, however, need to recognize that different motivators are appropriate for different staff members and good management consists of recognizing and working with individual differences (Rowley 1996).

2.8. EMPIRICAL STUDIES ON EMPLOYEE MOTIVATION

It is appropriate at this level to give a brief summary of the previous researches in this thesis. Even though the original need hierarchy theory was presented some 50 years ago, most of its factors remain of significant importance to employees today. (Ajang, 2010)

From the much amount of literature available on employee motivation, it is clearly evident that a lot of surveys regarding employees and what motivates them have been undertaken. These employee motivation surveys have been conducted in many different job situations, among different categories of employees using different research methods and applications.

One of the very first survey to be conducted as cited in Ajang, (2010) was on industrial workers by (Hershey & Blanchard, 1969) and (Kovach, 1987). According to this research, the industrial employees who were asked to rank ten motivational factors based on their personal preferences, ranked “full appreciation of work done” first and “tactful discipline last. In other related survey by Wiley (1997), “Good Wages” was ranked first and “Supervisors relation last” According to Kovach, (1987), the inconsistencies in these research findings asserts that what motivates employees differs and may change for the same employee over time.

In an attempt to examine the factors affecting motivational level of teachers at secondary school level in Kohat city, Nasser, (2012) tried to identify the factors affecting the motivation of teacher at secondary level. On the basis of analysis it was concluded that rewards and incentives, self confidence, economic status of teacher and financial incentive more affect the performance of teachers, while socio- status of the teacher, examination stress and teaching as first choice of the teacher less affect the performance of teachers. Therefore, it is recommended that handsome salary package enhance the teacher performance so that the salary must be competitive to other government. (Nasser, 2012)

Gupta, & Subramanian, (2014), conducted a research with regard to motivational packages in order to encourage employees to perform their best in the most efficient way, but also to attract future candidates to apply for specific posts. The purpose of the research was to find the main factors affecting motivation amongst the employees of the company. At the end of the study, recommendations were made for the company to counter the lack of its employees’ motivation by proposing a scheme that goes in line with the motivational orientation of the employees.

To conclude, the basic survival of every organization whether it is public or private lies in how well its work force is motivated to meet the objectives of the organization. This explains why the human resource department in today's organization is become a focus of its core functions. It is believed that motivated employees are needed in this rapidly business world most organizations now consider their human resources as their most valuable assets (a strategic or competitive advantage). Therefore, in order to effectively and efficiently utilize this strategic asset, managers and the organization as a whole must be able and willing to understand and hopefully provide the factors that motivate its employees within the context of the roles and duties they perform. This is because highly motivated employees are the cause of high productivity levels and hence higher profits for the organization. (Nasser, 2012)

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

In an attempt to identify the factors that affect the motivation of the academic staff Newway Challenge Academy, the present study has examined two related domains: the demographic factors and the motivational factors of the academic staff working at NCA.

This chapter discusses the methodology that refers to the rules and procedures that the researcher followed while conducting the research.

3.1. THE RESEARCH DESIGN

As mentioned under the 'statement of the Problem' (section, 1.2) the main objective of this study is to identify factors affecting motivation of the academic employees of NCA. In order to achieve this objective, a descriptive research design is chosen. This shows the master plan specifying the methods and procedures of collecting and analyzing the required data. This study was designed to investigate the factors that affect the motivation of the academic employees of Newway Challenge Academy.

To collect the required data, both primary and secondary data sources were utilized. Both qualitative and quantitative types of data were collected. To collect the primary data, two tools: questionnaires and interview were employed. Quantitative data was collected from 83 of the teaching staff of the study organization using questionnaire and qualitative data was also collected through interviewing the management staff members of the academy. To collect secondary data, the researcher used the school's profile and other written reports of the study organization.

In addition the researcher used both quantitative and qualitative approaches that are important to measure objectives and perform statistical analysis of numeric data to understand and explain a phenomenon and discussing on understanding social phenomenon from the perspective of participants in the study. Moreover, qualitative research is more subjective in nature than quantitative research and involves examining a reflecting on the less tangible aspects of research subjects, such as, values, attitudes, perceptions. Kothari (2004) discussed that qualitative approach is concerned with subjective assessment of attitudes, opinions and behavior. Research

in such a situation is a function of researchers' insight and impressions. It also concentrates on measuring the scale range, frequency types of phenomena.

3.2. SOURCE OF DATA

The study was carried out based on both primary and secondary data. Primary data was collected from the two branches of Neway Challenge Academy which include the kindergarten, first, and second cycle, secondary and preparatory divisions. These data were collected from only the teaching staff of the school under study through questionnaires, and through personal interview of a few people in the management of the school. Various documents of the organization were also the other sources of information for the secondary data.

3.2.1. Primary Data

Primary data were obtained directly through structured questionnaire which includes closed questions in retrieving data and current status of factors that affect academic staffs' motivation at NCA. Those data were preferred because they enabled to secure information at a time (Zigmund, 2003). Those data were collected directly from 83 academic staff of NCA.

3.2.2. Secondary Data

Secondary sources of data were obtained from review of published journals, books newsletters and from some internal records of NCA. These data were used because they increased understanding of the importance and factors of employees' motivation.

3.3. INSTRUMENT OF DATA COLLECTION

In descriptive research design, researchers can use different ways of data gathering tools. The selection of each way of data collection depends on the focus at which the researcher aims at (Kothari, 2004). For examining the motivation of employees and the type of motivational schemes employed and the ranked importance of motivational factors, analysis of motivational theories, survey of employees' motivation and interview can be used as means of data gathering tools.

In short, descriptive research usually uses interviews, self- report scales and observation. This study employed three tools. These are document analysis, self-report scale, and structured interview. The detailed description of these data gathering instruments is as follows.

3.3.1. Document Analysis

Document analysis as a major instrument was used to gather data in this study. The documents that were taken for analysis were the schools semester and monthly based reports and a document that states the school's profile. As Kothari, (2004) states, the larger the sample, the greater the precision and accuracy of the data it provides. Therefore, the stated documents that exist since the beginning of the academic year 2008 E.C. were assessed in this study.

The analysis was undertaken based on the content theories of motivation. That is, the motivational schemes employed by the organization were reviewed. Besides, the analysis was focusing on the issues that are related to employees' motivation to support and attain the organization's objectives. Finally, the results of the data collected on the above issues through document analysis were kept for further analysis with other data collected by the following other instruments.

3.3.2. Questionnaire

Questionnaire is the other data-gathering tool that was used in this study. It is a kind of questionnaire with rating scales at which respondents report what is true for them (Kothari, 2004). This type of instrument is used when there is a need to examine employees' attitude or reaction towards a certain issue. Using this questionnaire, the teaching staff of the organization under study were asked to rate their attitude/ reaction towards the various motivational factors and rank them based on their importance to everyone.

The instrument, a three pages questionnaire, for all the teaching staff was prepared to examine their attitude towards the motivational factors. This questionnaire was composed of 5-point Likert scale having four sections. Part one of the questionnaire focuses on the demographic information of the respondents. The second part deals with employees' reaction towards the motivational factors. The third part was about the respondents' rating of the effectiveness of the motivational packages that the school employed.

In section one of the questionnaires, the respondents were asked to choose the appropriate response according to their demographic facts. In section two of the questionnaire, the respondents were required to rate as per the given five-point Likert Scale. The following five ratings were employed in this research.

(SA)=Strongly Agree, (A) =Agree , (D) =Disagree, (N)=Neutral, and (SD) =Strongly Disagree

In section three, the respondents were requested to rank the ten motivational factors where five of them were grouped under intrinsic and the rest five under extrinsic motivational factors. The respondents were requested to rank them based on their importance to them.

In section three of the questionnaire, respondents were required to rate as per the given five-point Likert Scale. The following five ratings were employed in the research.

Very Important (VP), Important (I), Neutral (N), unimportant (UI), and Very Unimportant (VI)

In section four of the questionnaire, the respondents were asked to rate their ratings of the effectiveness of the motivational packages employed by the school: Neway Challenge Academy. The respondents were provided a five point Likert Scale with the ratings:

Very Low (VL), Low (L), Average (A), High (H) and Very High (VH)

To make the discussion easier, the questionnaire is categorized into ten thematic sections as follow:

Extrinsic Factors of motivation

- 1) Good working conditions and environment
- 2) Cooperation with coworkers and Supervisors' relation
- 3) Good Wages and benefits
- 4) Job security
- 5) Company Policy and administrative practices

Intrinsic factors of motivation

- 6) Feeling of Achievement
- 7) Opportunity for Promotion or career development
- 8) Challenging and Interesting work
- 9) Getting Recognition
- 10) Responsibility

Before the distribution of the final questionnaire to the respondents of the organization, the researcher conducted an initial pilot test on 25 academic staff of a school called Liza School and Preparatory College to maximize the reliability of the questionnaire. The participants were then requested to fill the questionnaire and to comment it. Then after, the questionnaire was modified or corrected based on the comments given.

The teaching staff were also requested to rank ten of the extrinsic and intrinsic factors of motivation. They are required to rank these factors according to their importance for each academic employee. (See: Appendix- A, Part- II)

3.3.3. Interview

Interview is any person to person interaction between two or more individuals with a specific purpose in mind (Kumar, 1999). A structured interview is prepared. (See Appendices –A, Part II) The interviews were conducted with one school principal, two vice principals and three supervisors (unit leaders) of the two branches of NCA. The purpose of the interview was to investigate how these members of the top management understand motivation, and they devise and implement motivation schemes.

3.4. RESEARCH PARTICIPANTS AND POPULATION OF THE STUDY

After identifying the major source of data, the next major task in this study was identifying the population and the participants. Therefore, all the teaching staff found in the two branches of NCA were identified as the population of the study. The total number of the teaching staff working in all the two branches was 139.

As the NCA Human Resource Unit indicated that in the study period, there were 139 permanent professional teaching staff in the school. Hence, the current study was conducted on 83 of the staff based on the calculation for selection of the sample size as shown in the table below.

$$n = \frac{N}{1 + N * (0.07)^2} \longrightarrow n = \frac{N}{1 + 139(0.07)^2}$$

Where: n = the sample size, N=the study population, e = the level of precision

1 = designates the probability of the event occurring (Kothari, 2004)

Description	Teaching Staff	
	NCA-NO.1	NCA-No.2
Branch of the school		
No. of Teaching Staff	55	84
Sample size from each branch	33	50
Total Sample Size	83	

3.5. SAMPLE AND SAMPLING TECHNIQUE

The researcher selected the teaching staff who have been working at the two branches of Neway Challenge Academy at Nifasilk Lafto Sub-city, Addis Ababa. Stratified sampling technique was applied taking the two branches as stratum. Random selection was used to choose individuals from each group. This technique was suitable to get relevant information for the study. The sampling frame was specific to the total of 139 teaching staff's name list in the study organization who have been working at the study organization specific to the two branches.

To collect the required data, the researcher applied stratified sampling technique by grouping the population based on their positions rather than collecting data from all workers of the organization. This was done because it was believed that even if both branched have same owner, manager, reward schemes, motivational packages etc. thus homogenous in nature. However, it was believed that the work load, the directors, vice directors and supervisors are different. Therefore, grouping the teaching staff in to different stratum and randomly selecting the representative sample was preferred.

Besides, for the purpose of interviewing the school management, one out of the four directors, two out of the four vice directors and three out of the eight supervisors (unit leaders) were purposefully selected and interviewed.

3.6. PROCEDURE OF DATA COLLECTION

This study employed both primary and secondary data sources. Questionnaire and interview were employed to collect the primary data. To get the secondary data, the study made use of the documents available at the study organization and the journals, books and other secondary sources.

As to the procedure of the data collection, the questionnaire to 83 academic staff of NCA was distributed through the unit leaders. After the collection of data through this tool, the secondary

data from the documents was collected. Finally, based on the information obtained from the above tools an interview was held with the selected director, vice principals and supervisors (unit leaders).

3.7. METHOD OF DATA ANALYSIS

As it is mentioned in chapter one, the objective of this study is to identify the factors that affect the motivation of employees at NCA. Every response as assigned some score based on this, the overall motivation level was determined. Respondents were asked to rate their motivation level with various aspects of working along a 5- point Likert-type scale, ranging from (SA) =Strongly Agree, up to (SD) =Strongly Disagree. Then data which were gathered were entered in Statistical Package for the Social Sciences (SPSS) version 20 for Windows for analysis purpose. This was carried out to ensure that the data from the respondents are accurate, reliable and consistent.

Then, the collected data were analyzed by means of descriptive statistics that include frequencies, percentages, and means. These were done in order to compare individual differences of motivation with respect to the intrinsic and extrinsic motivational factors. Moreover, the ranking of both intrinsic and extrinsic factors of motivation and the respondents' rating towards the motivational packages were tabulated and analyzed.

3.8. DATA RELIABILITY

In this study a high degree of cooperation was expected and earned from the respondents of the organization where the researcher himself is working. There were no questionnaire unreturned or misinformation occurred any of them. Therefore, from a total of 83 questionnaires all were returned which showed a 100 percent response rate.

Cranach's alpha is the most widely used objective measure of reliability and pointed out that the number of test items interrelatedness and dimensionality affect the value of alpha. It is also noted that the acceptable values of alpha, ranging from 0.7 up to 0.95. While a higher value of alpha which is greater than 0.90 indicates their redundancies, the low value of alpha may result from the shortness of the question numbers or interrelatedness among the questions. Taking both analyses, this study used Cranach's Alpha as a measure of data reliability that is applied to all the variables (factors of motivation). The reliability of the variable is shown in the table as follow.

Table: 4 Cronbach's Alpha for each filed of the questionnaire

Constructs	Number of Items	Cronbach's Alpha Test
Sense of Achievement	2	0.753
Feeling of Responsibility	2	0.724
Promotion & Growth	3	0.713
Recognition	2	0.770
Job itself	3	0.825
Job security	2	0.771
Wages and Benefits	3	0.855
Working Conditions	3	0.817
Company Policy & Administrative Practices	2	0.919
Supervisors relation	4	0.837

Source: Own computation (2016)

The above table indicates that the test has reliability in the range between 0.713 - of 0.917, which by convention is greater than 0.7 and hence reliable.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with the presentation, analysis and interpretation of the gathered data both from primary and secondary sources through questionnaire interview and document analysis. As mentioned in Chapter Three, the questionnaire survey method was used to investigate the factors that affect the motivation of the teaching staff at Neway Challenge Academy.

The questionnaire was designed to obtain opinions of the teaching staff on what factors affect the level of their motivation, to learn the most significant motivation factors for them, and their reaction towards the school's motivational programs.

Frequency counts, percentages, and means were used to analyze the data. The total number of respondents was 83 out of a total of 139. The results of the data along with their analysis and interpretations were presented in the following order:

- 4.1. Analysis of the school's Profile and
- 4.2. Analysis of the Demographic Characteristics of the Respondents
- 4.3. Analysis of the factors that affect the motivation level of the teaching staff of NCA
- 4.4. Ranking the most significant motivational factors and
- 4.5. The teaching staff's reaction towards the effectiveness of the school's motivational program / packages

4.1. DATA ANALYSIS OF THE SCHOOL PROFILE

This section presents a brief profile of the study organization and the characteristics of the respondents who participated and filled the distributed questionnaires which were intended to collect the required data.

The two branches of the school: NCA No.1 and NCA No. 2 were established in 1999 E.C. and 2005 E.C. respectively. Its mission is to provide quality education to citizens of Ethiopia and to make young citizens better and stronger. As its vision, the school aspires to be a pioneer school in Ethiopia and in east Africa. In both branches a total number of 318 employees of which 139 of them belong to the teaching staff. Moreover, a total number of 3,219 students have been enrolled in both branches.

4.2. DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

With regard to the demography of the respondents, the survey constituted of the positions, age distributions, gender, and level of education and work experience of respondents. The characteristics of the respondents were analyzed and presented in the table as follow.

Table 5: Respondents' Demographic Characteristics

Respondent' characters tics	Categories	Frequency	percent
Gender	Male	36	43.4
	Female	47	56.6
	Total	83	100
Age Category	18-30	59	71.1
	31-45	23	49
	45 and above	1	1.2
	Total	83	100
Position	Main Teachers	58	69.9
	Dept. Heads & teachers	6	7.2
	Assistant teachers	19	22.9
	total	83	100
Educational status	Certificate	10	12
	College Diploma	27	32.5
	First degree and above	46	55.4
	Total	83	100
Work Experience	Less than 1 year	7	10
	1-3 years	19	27.1
	4-6 years	10	14.3
	More than 6 years	34	48.9
	Total	83	100

Source: Own Survey, 2016

From Table -5 above 47 (56.6 %) of the respondents were females and the rest 36 (43.4 %) of the respondents were males. In the same table , 59 (71.1 %) of the respondents were from 18- 30 years old besides, except one teacher who was found to be above sixty years old, the rest 23 (49 %) of the teachers were found to be in the range between 31 and 45 years of age.

As indicated in Table-5, above 58 (69.9%) of the respondents were from the teacher category, 19 (22.9%) of the respondents were assistant teachers and only 6 (7.2%) of them held both teaching and department heading.

Regarding the educational status of the respondents in the same table above, about 37 (44.5 %) of the respondents education level was less than diploma or less and about 27 (32.5%) of the teachers holds their college diplomas, and majority of the teacher earned first degree in various fields of study. Besides, as to their working period in the school, 7 respondents (10.0%) had been working in the school for less than one year. 19 respondents (27.1%) had been working for one to three years. Ten respondents (14.3%) had been working in the school industry for 4 to 6 years. And 34 respondents (48.6%) had been working at NCA for more than six years. This statistical table shows that most of employees in Neway Challenge Academy have been working for a long time.

4.3. FACTORS THAT AFFECT THE MOTIVATION OF THE TEACHING STAFF

As it was indicated in the review of the literature section the factors that affect the level of motivation of the teachers under study were analyzed and discussed in terms of intrinsic and extrinsic forms. For the purpose of the analysis too, the ten factors of motivation are divided and the analysis, discussion and interpretation of each factor are presented as accordingly as follows.

4.3.1. Intrinsic Factors of Motivation

Intrinsic factors (the job content factor), is observed when the work itself becomes the driving force behind a person's actions. (Batool, 2013). In this study as well, the factors that are related to the job or emanates from the work itself were identified, grouped and analyzed here. These are: "Achievement, Responsibility, Recognition, Job itself, and Promotion & Growth". The findings on each factor along with their discussions are presented as follow.

a. Achievement:- Achievement as a factor that affect the motivation of the academic staff of NCA was investigated by asking the respondents to rate their agreement towards the Two related topics that were based on tow related issues. The topics are: "Job creates a sense of achievement, and satisfaction with students' results". The findings of the study with regard to this issue are presented in the table below.

Table- 6: Job that creates a sense of achievement

My job creates a sense of Accomplishment			
Rating	Frequency	Valid percent	Cumulative Percent
Strongly Disagree	6	7.2	7.2
Disagree	4	4.8	12.0
Neutral	20	24.1	36.1
Agree	29	34.9	71.1
Strongly Agree	24	28.9	100.0
Total	83	100.0	

Source: Own Survey, 2016

Sense of Accomplishment:- As it is indicated in the table above, about half 24 (28.9%) of the respondents strongly and about 29 (34.9%) agreed that the type of job they undertake created them a sense of achievement. Although a lot 20 (24.1%) did not show their agreement or disagreement to the statement, very few 6 (7.2%) and 4 (4.8%) disagreed.

Students’ Results: - A lot more than half 72 (86.7% of the respondents agreed that they are satisfied with their students’ results while only few 9 (10.8%) failed to decide. From this analysis it can be inferred that the teaching staff is more satisfied with students’ result than the tasks they undertake to bring about those results.

Table- 7: Satisfaction with students’ results

Satisfied with students’ results			
Rating	Frequency	Valid percent	Cumulative Percent
Strongly Disagree	1	1.2	1.2
Disagree	1	1.2	2.4
Neutral	9	10.8	13.3
Agree	27	32.5	45.8
Strongly Agree	45	54.2	100.0
Total	83	100.0	

Source: Own Survey, 2016

In line with the issue of achievement, (Thomas, 2009) stressed that the need for achievement is one of the factors that affect the employees' motivation to exert more effort and be effective. In the context of NCA, this factor, Achievement, is affecting majority of the teaching staff's level of motivation positively. It is increasing the work motivation of the staff. However, since a few failed to decide as to the goodness of this factor, they are not motivated by this intrinsic factor which is believed to be associated with their job and its motivational effect lasts longer than the extrinsic ones. (Herzberg, 2003)

b) Feeling of Responsibility

As it is identified by (Herzberg, 2003), responsibility is a factor that affects the work motivation of employees at any organization. In this study too, the feeling of responsibility that the respondents have was considered as a factor that affect their motivation to perform better. Two major headings were identified under this factor and those were: "Planning and execution of tasks independently" and "Involvement in decision making".

In order to investigate how this factor was affecting the motivation of the teaching staff of NCA, the respondents were requested to rate their agreement with two statements that are related to the identified headings. These were: "I plan and execute my work independently." and "I take part in decision making in matters of my concern." The details of the finding along with the analysis and discussion are as follow.

Table-8: Factors related with Feeling of Responsibility (Plan & Execute job Independently)

I plan and execute my job independently			
Rating	Frequency	Valid percent	Cumulative Percent
Strongly Disagree	1	1.2	1.2
Disagree	2	2.4	3.6
Neutral	6	7.2	10.8
Agree	17	20.5	31.3
Strongly Agree	57	68.7	100.0
Total	83	100.0	

Source: Own Survey, 2016

Plan and Execute independently: - As it is depicted in the table above, more than half 57 (6.7%) of the respondents strongly and about 17(20.5%) agreed that they plan and execute their tasks independently. As (Schieb, & Karabenick, 2011) explain, teaching by its very nature is an autonomous job. It is required to be planned and executed by the teacher who is eligible to perform it or put it into practice. With this regard it can be said that the school is performing very well. Besides, this factor is increasing the work motivation of majority of the teaching staff. As it is put by Steyn, employees must hold themselves responsible for the work. On top of that, the managers (directors) should give the staff the ownership of the work.

Decision Making:-Decision involvement includes such aspect that the employees of a company have the possibility to have a say in the choice making which is a concern of their current working position (Flynn, 2013). The decision involvement can include planning work, executing, workload, working hours/ days etc. (Flynn, 2013). Decision making as one factor that affects the work motivation of employees was reviewed in this study. The survey was conducted in order to assess to what extent the teaching staff was able to influence their work situations.

In doing so, the respondents in this study were requested to show their level of agreement towards the statement that stated: “I take part in decision making in matters of my concern.”

Table-9: Factors related with Feeling of Responsibility (Decision Making)

Decision Making			
Rating	Frequency	Valid percent	Cumulative Percent
Strongly Disagree	10	12.0	12.0
Disagree	16	19.3	31.3
Neutral	21	25.3	56.6
Agree	19	22.9	79.5
Strongly Agree	17	20.5	100.0
Total	83	100.0	

Source: Own Survey, 2016

As it is indicated in the above table-9, a lot of the respondents 21 (25.3%) chose to be neutral to this statement while about 19 agreed and 17(20.5%) strongly agreed with the same statement. However, about 16(19.3%) disagreed while 10 (12.0%) strongly disagreed with the statement.

This indicated that majority of the respondents were not able to show at least their agreement. Some motivational theorists argued that a high level of employee involvement in decision making process will result in an improvement of the employee' motivational level. (Frey, & Osterloh,2002)

With regard to the issue of “Feeling of responsibility” in general, one of the directors of the NCA explained that tasks within the school compound are commonly static and thus allows for limited employee involvement. Although the director clarified that the teachers are encouraged to address problems to the supervisors, unit leaders and vice directors and they are also welcomed to introduce the management to improvements within the various structures of the school. Thus, the teaching staffs' unique expertise and awareness of the strength and weaknesses of the current procedural guidelines are greatly valued.

C. Promotion and Growth of the academic staff of NCA:- According to Latham, (2007), apart from improvements in pay and conditions of work, the most immediate incentives available to employees are opportunities for promotion. If an organization has trained its staff adequately and ensured that employees' work experiences are sufficiently wide, internal promotion should be feasible.

In order to investigate how promotion and growth opportunities as a factor affected the work motivation of teachers at NCA, the respondents were asked to rate their agreement with the sentences that states promotion opportunities exists and the promotion schemes are fair and there is also a way to advance themselves though training and education. The details of the findings along with the interpretations are as follow.

Table-10: Factors related with Promotion and Growth (Fair Promotion Opportunities)

Fair Promotion Opportunities			
Rating	Frequency	Valid percent	Cumulative Percent
Strongly Disagree	17	20.5	20.5
Disagree	16	19.3	39.8
Neutral	24	28.9	68.7
Agree	19	22.9	91.6
Strongly Agree	7	8.4	100
Total	83	100.0	

Source: Own Survey, 2016

Fair Promotion Opportunities: - this refers to an equal and impartial chance of being promoted. According to table 10 above, 33 (39.8%) of the respondents disagreed or strongly disagreed to the statement that stated: “My school provides fair promotion opportunities.” Besides, a few 24 (28.9%) undecided and about 26 (31.3%) of the respondents agreed to the statement. From these findings it can be understood that the school is not manipulating this factor in order to motivate its employees. Besides, majority of the respondents are not motivated by this factor as they should.

Possibility to be Promoted: - In relation to the above issue, the respondents were requested to show if they individually have a possibility to be promoted. In response to a statement that states “I have a possibility to be promoted.” They showed their rate of agreement with this statement.

Table-11: Factors related with Promotion and Growth (Possibility to be Promoted)

Possibility to be Promoted			
Rating	Frequency	Valid percent	Cumulative Percent
Strongly Disagree	13	15.7	15.7
Disagree	9	10.8	26.5
Neutral	25	30.1	56.6
Agree	16	19.3	75.9
Strongly Agree	20	24.1	100.0
Total	83	100.0	

Source: Own Survey, 2016

According to the above table, about 16 (19.3%) agreed and 20 (24.1%) of the respondents strongly agreed. However, about 25 (30.1%) decided neither to agree nor to disagree. Besides, the other 22 (26.5%) of disagreed with the idea. This finding shows that the teaching staff of NCA does not have ample possibility to be promoted to any higher career of position in the school. Lack of promotions and or growth opportunities in any organization negatively impacts employee motivation and this seems to be because employees are motivated by these factors. (Batool, Q. (2013)

Coaching and Training:- as it is indicated in table-12 below, with regard to coaching and training, more than half of the respondents 57 (68.7%) agreed to the statement that stated: “ I receive coaching and training from my immediate supervisor.” While 11 (13.3 %) disagreed with the same statement, about 15 (18%) failed to decide. From this finding it can be seen that majority of the teaching staff was getting coaching and trainings from their supervisors and/ directors. In other words, more than half of the respondents are motivated by this factor.

Table-12: Factors related with Promotion and Growth (Coaching and Training)

Coaching and Training			
Rating	Frequency	Valid percent	Cumulative Percent
Strongly Disagree	3	3.6	3.6
Disagree	8	9.6	13.3
Neutral	15	18.1	31.3
Agree	36	43.4	74.7
Strongly Agree	21	25.3	100.0
Total	83	100.0	

Source: Own Survey, 2016

In line with this, Ajang, (2010) added as to the importance of this factor as, training provides on-the-job experiences and information that help employees become more proficient or qualified at a task at their current jobs.

D) Recognition

Recognition, as discussed earlier in this chapter, is cost effective means for increasing motivation. In this study, recognition is taken as one factor that can affect the motivation of the academic staff of NCA. The following tables show the findings of the study with regard to the appreciation and praise of the superiors and students to the teachers.

Table-13: Factors related with Recognition (Challenging Tasks)

Formal Director/ Supervisors' Praise			
Rating	Frequency	Valid percent	Cumulative Percent
Strongly Disagree	4	4.8	4.8
Disagree	10	12.0	16.9
Neutral	16	19.3	36.1
Agree	36	43.4	79.5
Strongly Agree	17	20.5	100
Total	83	100.0	

Source: Own Survey, 2016

Formal Praises: - According to table -13 above, about 36 (43.4%) of the respondents agreed that the extra effort they put to their job was recognized by their superiors. While 17 (20.5%) of them strongly supported this stand. However, about 14 (16.9%) of them disagreed with the idea that their extra effort is formally recognized.

Students Appreciate: - As it was indicated in the earlier analysis, appreciation as a type of recognition affects the motivation of employees. In the current study organization too, the teachers motivation has been steered by their consistent formal and informal appreciation they get from their students. In order to investigate how their motivation is affected by this factor, the staff were requested to rate their opinion/ belief towards the statement “My students appreciate the efforts that I put forth to help them.”

Table-14: Factors related with Recognition (Students’ Appreciation)

Students’ Appreciation			
Rating	Frequency	Valid percent	Cumulative Percent
Strongly Disagree	1	1.2	1.2
Disagree	1	1.2	2.4
Neutral	12	14.5	16.9
Agree	24	28.9	45.8
Strongly Agree	45	54.2	100.0
Total	83	100.0	

Source: Own Survey, 2016

According to the above table, the respondents have also been impacted by the appreciation of their own students. As this indicated in the table, about 24 (28.9%) agreed and 45 (54.2%) strongly agreed that they get appreciation from the students they are teaching. a few about 12 (14.5%) fall on undecided while only two disagreed with the statement. The results show that the staff’s motivation to work as they should is positively affected by this factor.

E) Job itself:- Nature of the work is the factor that affects the level of motivation of employee significantly. The study identified three issues under the heading of “work itself” to determine how different issues relating to work shakes motivation level of the sample respondents. The issues are respondents’ preference for challenging task, the match between pay and tasks, and the match between job and respondents’ qualification and experience. The following tables present how the respondents rate their agreement towards three different but related statements about their job. The first one deals with challenging task.

Table- 15: Factors related with Job itself (Challenging Tasks)

Challenging Tasks			
Rating	Frequency	Valid percent	Cumulative Percent
Strongly Disagree	1	1.2	1.2
Disagree	3	3.6	4.8
Neutral	6	7.2	12.0
Agree	22	26.5	38.6
Strongly Agree	51	61.4	100.0
Total	83	100.0	

Source: Own survey, 2016

Challenging Tasks: - As it is indicated in table-15, almost all 73 (87.9%) of the respondents to the statement that stated that they like challenging task. Even if very few 6 respondents failed to decided only 4 respondents disagreed or strongly disagreed the same statement.

Table- 16: Factors related with Job itself (Reasonable Tasks)

Reasonable Tasks			
Rating	Frequency	Valid percent	Cumulative Percent
Strongly Disagree	2	2.4	2.4
Disagree	6	7.2	9.6
Neutral	9	10.8	20.5
Agree	24	28.9	49.4
Strongly Agree	42	50.6	100
Total	83	100.0	

Source: Own survey, 2016

Reasonable Tasks:- According to table-16, about half 42 (50.6%) of the respondents strongly and about 24 (28.9%) of the respondents agreed that the various tasks they perform everyday are neither too many not to small only about 2 (2.4%) strongly and bout 6 (7.3%) of them disagreed with the statement that stated the tasks that are routinely undertaken were reasonably big.

Table- 17: Factors related with Job itself (Job matches qualifications)

Job matches qualification			
Rating	Frequency	Valid percent	Cumulative Percent
Strongly Disagree	1	1.2	1.2
Disagree	2	2.4	3.6
Neutral	2	2.4	6.0
Agree	12	14.5	20.5
Strongly Agree	66	79.5	100.0
Total	83	100.0	

Source: Own survey, 2016

Job matches qualification:- According to table-17, almost all 66 (79.5) strongly and about 12 (14.5) agreed with the statement that sated that their job matched with their qualification. An insignificant number 2 (1.2) strongly, and 2 (2.4) disagreed with the statement.

Job can create satisfaction to workers. Therefore, if employees feel properly motivated by their job, they use their skill and knowledge up to their maximum capacity to show better result to the management. This is because intrinsic motivators come from a person's internal desire to do something that motivate by such things as interest, challenge, and personal satisfaction. If workers are motivated by their work, they genuinely care about their work, look for better ways to do it and they able to energized and satisfied by doing in well .(Safiullah, 2015).

4.3.2. Extrinsic Factors of Motivation

Extrinsic factors of motivation (job context factors) are factors that are observed when the driving force for a person's action lies in factors outside the work itself or when it is found in the work environment. These include: "Job security, Wages & benefits, company policy and administrative practices, supervisor's relations and working conditions & environment" the findings on each factor along with their discussion are presented as follow.

A) Job Security:- Job security appears to be more prevalent than pay with the majority of employees feeling a sense of relief to have a job. In the school environment, however, job security does not appear to be "the most important aspect of the work environment". (Safiullah, 2015) Moreover, Employees are more concerned about job security, location of work and the feeling that their job is important to the organization they are serving. These employees have the security of a permanent and stable job that satisfy and motivate them. (Safiullah, 2015)

Job security as a motivational factor was considered in this study. The respondents were requested to show their level agreement with regard to this factor. The findings of this issue are presented below.

Table-18: Factors related with Job Security (Having Stable Job)

Having Stable Job			
Rating	Frequency	Valid percent	Cumulative Percent
Strongly Disagree	4	4.8	4.8
Disagree	13	15.7	20.5
Neutral	18	21.7	42.2
Agree	26	31.3	73.5
Strongly Agree	22	26.5	100.0
Total	83	100.0	

Source: Own Survey, 2016

Stable Job: - According to table-18, about half 22 (26.5%) strongly and 26 (31.3%) agreed that they had a stable job. However, a significant number of respondents 18(21.7%) failed to decide while a few 13 (15.7%) disagreed and only 4 (4.8%) strongly disagreed with the idea.

Interview result with regard to this topic .

Table-19: Factors related with Job Security (Job important to the school)

Job important to the school			
Rating	Frequency	Valid percent	Cumulative Percent
Strongly Disagree	0	0	0
Disagree	0	0	0
Neutral	5	6.0	6.0
Agree	22	26.5	32.5
Strongly Agree	56	67.5	100.0
Total	83	100.0	

Source: Own Survey, 2016

Job important to the school: - Based on the table above, the same respondent of the study were requested to rate their agreement as to how they think their job is important to their organization. The above result shows that none of the respondents think that their job is unimportant to the

school they are serving. Except very few 5 (6%) of the respondents they rest 56 (67.5%) strongly and about 26 (31.3%) of them agreed that their job is important to the school.

From the above analysis it can be seen that the school is manipulating this factor well to motivate its employees. Even if the school is identifying this factor as its one of motivational packages, this factor is motivating the teaching staff positively.

Burton, (2012) found that job security has significant effect on the work motivation of workers and employees are less motivated to work when job security is low. Researches investigating effects of job loss and having a job indicate that employee behaviors start going bad as soon as they start worrying about job loss.

The director and the vice directors were asked about the impact of job security on motivation. The interviewees agreed that job security is a cause for concern, as indicated in the comments below: Job security appears to be the most important factor of motivation in the school, according to the results. Overall, it seems that employees are motivated purely simply because they have the security of a job.

b) Good Wages and Benefits affecting Teachers' Motivation:- Employee rewards are very vital as a tool of motivation and it has a strong influence on work performance in a company. Therefore the finding on employees' reward with-in the survey is categorized in themes as; "Fair Salary", "Happy with Benefits", and "Equitable Pay".

Table-20: Factors related with Good Wages and Benefits (Fair Salary)

Fair Salary			
Rating	Frequency	Valid percent	Cumulative Percent
Strongly Disagree	25	30.1	30.1
Disagree	20	24.1	54.2
Neutral	25	30.1	84.3
Agree	8	9.6	94.0
Strongly Agree	5	6.0	100.0
Total	83	100.0	

Source: Own Survey, 2016

Fair Salary: - According to the findings shown in the above table, about 25 (54.2%) of the respondents strongly and 20 (24.1%) of them disagreed with the statement that stated: “I believe my salary is fair/ The pay I receive is appropriate for the work I do.” Not very few but about 25 (30.1%) of the respondents chose to not to agree or disagree while only a few 13 (15.6 %) of them agreed with the statement.

This analysis clearly shows that majority of the teachers are not happy with the salary they earn. And according to Burton, (2012), lack of appropriate pay for the work done highly affects the motivation of employees.

Good Benefits: - Benefits as the other forms of factors that motivate the teaching staff were reviewed in this study along with other factors. As it is indicated in the review of the related literature section, Benefits refers to the various forms of rewards a company provides its employees. At NCA in particular, the benefits range from transportation allowances to free school fee for children of staff.

As a way of surveying the respondents’ reaction towards their satisfaction with the benefits that the school provides, they were requested to show their agreement with the statement that stated: “I am satisfied with the benefits I am provided.”

Table-21: Factors related with Good Wages and Benefits (Happy with Benefits)

Happy with Benefits			
Rating	Frequency	Valid percent	Cumulative Percent
Strongly Disagree	0	0	0
Disagree	9	10.8	10.8
Neutral	18	21.7	32.5
Agree	45	54.2	86.7
Strongly Agree	11	13.3	100.0
Total	83	100.0	

Source: Own Survey, 2016

As the finding shows in table-21 above, a few more than half 45 (54.2%) agreed and about 11 (13.3 %) strongly agree with the statement while 18 (21.7%) undecided and 9 of the respondents disagreed with the statement. The finding on this factor indicated that majorly of the respondents are happy with the benefits they are provided or they are motivated by this factor.

Equitable Pay: - In order to survey the respondents' opinion with regard to the similarity of the pay they collect at NCA, the respondents were requested to rate their agreement with the statement: "My pay is similar in comparison to my colleagues pay for doing a similar job."

Table- 22: Factors related with Good Wages and Benefits (Equitable pay)

Equitable Pay			
Rating	Frequency	Valid percent	Cumulative Percent
Strongly Disagree	20	24.1	24.1
Disagree	15	18.1	42.2
Neutral	23	27.7	69.9
Agree	17	20.5	90.4
Strongly Agree	8	9.6	100.0
Total	83	100.0	

Source: Own Survey, 2016

As it is indicated in the above table, more respondents disagreed than those who agreed. About 20 (24.1%) strongly and 15 (18.1%) of the respondent disagreed with the statement that stated their pay is similar to others doing similar job at NCA. Even more than the agreed ones 23 (27.7%) chose to be neutral while about 17 (20.5%) agreed and 8 (9.6%) strongly agreed with the idea. This indicates that equitable pay as a factor is not affecting the work motivation of the staff positively. In other words majority of the staff is not motivated by this factor.

C). Good Working Conditions and Environments:- This factor is about the condition in which an individual or staff works, including the physical environment, stress, and noise level, degree of safety or danger. (Kibett, 2013) For the purpose of surveying students with regard to issues that are related to this factor, the respondents were requested to show their agreement with three different statements that are presented under three themes namely: "Valuing Divers Perspectives", "Satisfaction with the Team Spirit", and "Safe working environment". The following table presents the findings along with the analysis and interpretations.

Table- 23: Factors related with Good Working Conditions and Environment (Valuing Divers Perspectives)

Valuing Divers Perspectives			
Rating	<i>Frequency</i>	<i>Valid percent</i>	<i>Cumulative Percent</i>
Strongly Disagree	1	1.2	1.2
Disagree	9	10.8	12.0
Neutral	18	21.7	33.7
Agree	31	37.3	71.1
Strongly Agree	24	28.9	100.0
Total	83	100.0	

Source: Own Survey, 2016

Divers Perspectives: - According to the above table, 31 representing (37.3%) of the total respondents agreed that multiple/ varied perspective is accommodated in their departments while 24 about (28.9%) of the respondents strongly agree with the same idea. However, not few about 18 (21%) chose to stay undecided while the rest 10 (12 %) of them disagreed with the issue of having an accommodative setting in the teachers’ departments for diversified perspectives of the academicians.

Based on the above analysis, it can be said that the school setting is tuned to entertain diverse idea. Since 10 (12.0 %) respondents were not in agreement with the existence of a room for diverse perspectives and a lot more 18 (21.7%) were undecided, then this factor is affecting the motivation of the academic staff adversely to some extent.

Satisfied Team: - The other issue that affected the work motivation of the NCA’s teaching staff is their satisfaction with the team spirit.

Table-24: Factors related with Good Working Conditions and Environment (Satisfied Team)

Satisfied Team			
Rating	<i>Frequency</i>	<i>Valid percent</i>	<i>Cumulative Percent</i>
Strongly Disagree	5	6.0	6.0
Disagree	3	3.6	9.6
Neutral	16	19.3	28.9
Agree	26	31.3	60.2
Strongly Agree	33	39.8	100.0
Total	83	100.0	

According to the above table, a little more than half of the respondents 59 (44.1%) of them agreed or strongly agreed that they are satisfied with the team spirit they have within the staff. However, only a few 8 (9.6%) of the respondents disagreed or strongly disagree with this idea while a lot more 16(19.3%) of them chose not to agree or disagree.

Good working environment:-Working environment refers to the location where a task is completed. When pertaining to a place of employment, the work environment involves the physical geographical location as well as the immediate surroundings of the workplace, such as construction site or office building. The working environment as a factor that affects the motivation of the teaching staff was considered in this study. A survey question was forwarded to the randomly selected respondents.

Table-25: Factors related with Good Working Conditions and Environment (Good working environment)

Good working environment			
Rating	<i>Frequency</i>	<i>Valid percent</i>	<i>Cumulative Percent</i>
Strongly Disagree	3	3.6	3.6
Disagree	4	4.8	8.4
Neutral	13	15.7	24.1
Agree	29	34.9	59.0
Strongly Agree	34	41.0	100.0
Total	83	100.0	

As it is presented in the table above, more than half 63 (75.9%) of the respondents agreed or disagreed with the statement that stated: “The environment I am working in is an enjoyable place to work.” However, only a few 13 (15.7%) undecided while 7 (4.8%) disagreed.

D) Company Policies and Administrative Practices

Setting of organizational objectives is the starting point of any managerial actions. It serves as a guideline for the entire employees’ within the company to know what decisions and tasks best align with the mission of the company. With this regard the study tried to investigate how the teaching staff of NCA are affected by this factor. Under two themes: “Flexible working hours”

and Staff- School Goal Alignment”, the respondents were requested to show their agreement with two statements. The details of the findings with its discussion are presented as follow.

Table-26: Factors related with Company Policies and Administrative Practices (Flexible Working Hours)

Flexible Working Hours			
Rating	<i>Frequency</i>	<i>Valid percent</i>	<i>Cumulative Percent</i>
Strongly Disagree	15	18.1	18.1
Disagree	10	12.0	30.1
Neutral	14	16.9	47.0
Agree	21	25.3	72.3
Strongly Agree	23	27.7	100
Total	83	100.0	

Source: Own Survey, 2016

Flexible Working Hours: - According to table-26, about 44 (53%) of the respondents agreed or strongly agreed that their working hour is flexible. That means they can leave the school compound at any time they complete their allotted periods and come back to the school by the time they have a period to teach. The rest 35 (30.1%) of them disagreed or strongly disagreed stating that the working hour is rather rigid. about 14 (16.1%) of the respondents failed to agree or disagree.

Table-27: Factors related with Company Policies and Administrative Practices (Staffs-Schools goal Alignment)

Staffs-Schools goal Alignment			
Rating	<i>Frequency</i>	<i>Valid percent</i>	<i>Cumulative Percent</i>
Strongly Disagree	0	0	0
Disagree	2	2.4	2.4
Neutral	1	1.2	3.6
Agree	20	24.1	27.7
Strongly Agree	60	72.3	100.0
Total	83	100.0	

Source: Own Survey, 2016

Staffs-Schools goal Alignment According to the above table, majority of the respondents 80 (96.4%) agreed or strongly agreed that their goals and the school’s goals get along. Only 1 respondent undecided while only 2 respondents disagree with the statement.

E) Supervisor’s Relation with the Academic Staff

The word supervisor has always implied one who maintains control over the activities of others. Supervisors have high influence over the organizations they lead and have a lot of responsibilities of drawing the schools objectives into practice. Besides, the basic roles of supervisors directly and indirectly affect the motivation of employees who are led. In order to investigate the impacts of supervisors roles over the teaching staff of NCA, data were collected around four important issues. There are: the Praise and appreciation they forward to the staff, their sympathetic approach to personal problems of the staff, the fairness of the performance evaluation they conduct, and their effective communication skill. The findings along with the analysis and discussion of these issues are discussed as follow.

Table-28: Factors related with Supervisors’ Relation with the academic staff (Praise & Appreciation)

Praise & Appreciation			
Rating	<i>Frequency</i>	<i>Valid percent</i>	<i>Cumulative Percent</i>
Strongly Disagree	9	10.8	10.8
Disagree	9	10.8	21.7
Neutral	10	12.0	33.7
Agree	27	32.5	66.3
Strongly Agree	28	33.7	100.0
Total	83	100.0	

Source: Own Survey, 2016

Praise & Appreciation:- According to the above table, more than half of the respondents at different ratings to the statement that states “I receive informal praises and appreciations on my work performance.” That is about 28 (33.7%) strongly and 27(32.5%) agreed to this statement. A few and the same number of respondents (10.8%) strongly and just disagreed to the same statement. Generally, the above table indicates that even though significant number of the

respondent failed to agree or disagree, supervisors praise as a factor of work motivation is affecting majority of the respondents positively.

Table-29: Factors related with Supervisors' Relation (Understanding of Personal Problems)

Understanding of Personal Problems			
Rating	Frequency	Valid percent	Cumulative Percent
Strongly Disagree	5	6.0	6.0
Disagree	7	8.4	14.5
Neutral	21	25.3	39.8
Agree	24	28.9	68.7
Strongly Agree	26	31.3	100.0
Total	83	100.0	

Source: Own Survey, 2016

Understanding of Personal Problems: - As is depicted in the table above, about 26 (31.3%) strongly and about 24(28.9%) agreed to the statement that states: “My immediate supervisor understands the problems that I face at work.” Whereas 21(25.3%) of the respondents chose not to agree or disagree. However, about 5(6%) strongly and 7 (8.4%) disagreed to the same statement meaning that their immediate supervisors do not understand the problems they face at work.

Moreover, the response accumulated from the respondents about their immediate supervisor in understating their problem confronted at the accomplishment of their duties also show that

Fair Job Evaluation: - With regard to job evaluation, the respondents were asked to rate their level of agreement with the statement that states: “I feel that my performance is fairly evaluated.”

Table-30: Factors related with Supervisors' Relation (Fair Job Evaluation)

Fair Job Evaluation			
Rating	Frequency	Valid percent	Cumulative Percent
Strongly Disagree	4	4.8	4.8
Disagree	9	10.8	15.7
Neutral	16	19.3	34.9
Agree	35	42.2	77.1
Strongly Agree	19	22.9	100.0
Total	83	100.0	

Source: Own Survey, 2016

As it is shown the above table, a few more than half 35 (42.2%) agreed and 19(22.9%) strongly agreed with this statement admitting that their performance is fairly evaluated. A significant number of the respondents 16(19.3%) failed to agree or disagree, however, about 9(10.8%) disagreed and about 4(4.8%) of the respondents strongly disagreed with the same statement emphasizing that their performances were not evaluated fairly.

Clear Communication: - Another motivational factor that is commonly addressed in the context of employee motivation is goal awareness and congruency, a factor which was identified by Kibett, (2013). Goal awareness includes the knowledge of the mission, vision and goals of the organization. It also includes pre-goals, goals that will lead up to the main goals. The academic staff of NCA is more familiar with the pre-goals as they lay closer to them and their execution of the various tasks. The goals could be weekly, quarterly, yearly etc.

Table-31: Factors related with Supervisors' Relation (Clear communication)

Clear communication			
Rating	Frequency	Valid percent	Cumulative Percent
Neutral	15	18.1	18.1
Agree	46	55.4	73.5
Strongly Agree	22	26.5	100.0
Total	83	100.0	

Source: Own Survey, 2016

According to table -31, none of the respondents disagreed at any level that the school communicates its missions, visions, and objectives. Besides, a lot more than half of the respondents 46 (55.4%) agreed and 22 (26.5%) of them strongly agreed with the statement that stated: “The school communicated its mission, vision, goals and strategies to its employees.” However, a few 15 (18.1%) of the respondents failed to agreed or disagreed.

4.4. RANKING OF MOTIVATIONAL FACTORS BASED ON THEIR MEAN VALUES

Human beings are motivated by satisfying their different kinds of needs. Needs depend on many factors and vary by the person situation, organization, nature of the work, risk, educational background of employees, experiences and skills position of work etc.

The factors affecting the academic staff of Neway Challenge Academy might be different from the factors of other schools in Addis Ababa; even this could be unlike to some extent for other private schools such as Liza School and Preparatory College, Mount Olive School etc.

All employees, therefore, have their own motivational factors to motivate them to perform their best (Lin, 2007). In this study, the motivation factors have been categorized under two major sections: “Intrinsic Factors” and “Extrinsic Factors” and there are five factors of motivation under each section. The ten motivational factors were ranked by combined mean value (Table 19) which inculcates that unequal influence of factors on motivation.

In order to identify how the academic staff of NCA rank this motivating factor, the respondents were requested to show their rating through a five point Likert type scale. Their ratings together with its analysis and discussion are as follow.

Table 32: The most significant motivational factors

Rank	Motivational Factor	Mean Ranking	Ranking	Factor Type
1	Recognition of Accomplishments-	4.44	8	intrinsic
2	Opportunities for advancement and growth-	4.56	7	Intrinsic
3	Challenging and interesting work	4.73	4	intrinsic
4	Feeling of achievement-	4.66	5	Intrinsic
5	Responsibility-	4.74	3	Intrinsic
6	Job security-	4.66	5	extrinsic
7	Good working cond. And environment-	4.86	1	extrinsic
8	Good wages and benefits-	4.66	5	extrinsic
9	Policies and Administrative practices-	4.60	6	extrinsic
10	Feeling of team spirit and cooperation among coworkers and supervisors -	4.75	2	extrinsic

Motivating Factor: Good Working Condition and environment

Creating good working condition and environment is very important for contributing positively for creating a positive work motivation. As it is indicated in table 18, good working condition

and environment was ranked first with the mean value (4.86). This explains that the respondents found this factor best motivating among the ten other factors.

Motivating Factor: Feeling of Team Spirit and Cooperation among Coworkers and Supervisors

As it is indicated in table 18, “Feeling of Team Spirit and Cooperation among Coworkers and Supervisors” was ranked second with the mean value (4.75). This explains that the respondents found this factor the second best motivating among the other ten factors.

Good relationship between supervisor and the worker is another factor that causes work motivation. Employees’ bad feelings to their immediate bosses do impact on their job performance which leads to lack of motivation. According to Aarabi1,(2015). unfavorable supervision, company policy and administration and interpersonal relationship with supervisor cause demotivation.

There are varieties of ways to develop the relationship such as, thought task, i.e. giving feedback, formally and informally appreciating.

“Supervisors relation”, in this study, was identified as another motivational factor ranked second (Table 32) in overall ranking list with the mean value (4.75) . The sample respondents recognize some aspects relating to supervisors relationship of these do have impact on the employees’ motivation.

Motivating Factor: Responsibility

Giving employees the required responsibility to plan and execute their own job and involving them in decision making on matters of their concern is the factor that affects the level of motivation of employees significantly. (Aarabi1, et al, 2015)

In this study, the respondents were requested to rank about ten motivational factors. Among the ten, they ranked responsibility forth in the overall ranking list with the mean value (4.74) that affects the level of motivation highly (mean value: 4.74)

Motivating Factor: Challenging and Interesting Work

“Challenging and interesting job” with the mean value (4.73) ranked fourth. And it affects the level of the teachers’ motivation highly.

Motivating Factor: Feeling of Achievement, Job Security, and Good Wages and Benefits

As it is indicated in table 18, “Feeling of Achievement”, “Job Security”, and Good Wages and Benefits” were ranked fifth with the mean value (4.66) each. This explains that the respondents found these factors the fifth best motivating among the ten other factors.

Motivating Factor: Policies and Administrative Practices

On the other hand “school policy and administrative practices” was ranked sixth with the (Mean value: 4.80). However, it affects the employees’ motivation not as much of other factors. The result indicated that this motivational factor was ranked sixth.

Opportunities for Advancement and Growth

This refers to the employees need to peruse their career advancements through the available path. This factors as an extrinsic factor of work motivation is believed to lead to better work performance and achievement of the short and long term goals of an organization. (Aarabi1, et al, 2015)

As it is indicated in table 32, “Opportunities for Advancement and Growth” was ranked seventh with the mean value (4.56) each. This explains that the respondents found these factors the fifth best motivating among the ten other factors.

Recognition of Accomplishments

The study finds that “Recognition” is a factor that affects the teaching staff of NCA following factor “growth and advancement”. As it is indicated in table 32, “Recognition of Accomplishments” was ranked eighth with the mean value (4.44) each. This explains that the respondents found these factors the fifth best motivating among the ten other factors. As Iran, (2011) asserts, enhancing the employees’ motivation level allows them to think better of themselves and their ability to contribute towards organizational goals.

Generally, the respondents ranked the ten motivational factors based on the respondents' preference in bringing more motivation. However, the resulted exhibited that even if the factors are ranked in slightly different ratings, the differences among the factors is insignificant. Therefore, it can be concluded that the respondents favored all the ten motivational factors. They want the school to work on all these factors.

4.5. ANALYSIS OF THE FORMS OF MOTIVATIONAL PACKAGES (STRATEGIES)

For these and other more reasons organizations devise diversified motivational packages (programs) in order to shake the work motivation of their employees. (For the purpose of improving the employees' level of motivation and enhance the organizational performance. However, there exists not hard and fast rule of developing motivational strategies. That is because the selection of a package is determined by the "motivational orientation" of its employees and the level of appropriateness of an approach. (Nasser2012)

In this study, about six major motivational packages were identified. There are: "adequate Pay", "Good Working Condition and Environment", "Promotion and Growth Opportunities", "Recognition and Appreciation", "Fringe Benefits" and "Flexible working hours". Five of the motivational programs are attributed to none work related or extrinsic factors of motivation and only one factor "Recognition" is grouped towards intrinsic factor of motivation.

In order to measure the respondents' satisfaction towards the motivational packages of the school, the respondents were requested to rate their level of satisfaction through a five point Likert scale. The findings along with the analysis and interpretations of them are presented as follow.

Table 33: Motivational Packages/ Programs of NCA

	Adequate Pay		Working Condition & Environment		Promotion and Growth		Recognition and Appreciation		Fringe Benefits		Flexible Working Hours	
Mean Value	2.53		3.19		3.39		4.00		3.68		4.14	
	Frequency	Valid Percent	Frequency	Valid Percent	Frequency	Valid Percent	Frequency	Valid Percent	Frequency	Valid Percent	Frequency	Valid Percent
Very Low	24	28.9	2	2.4	13	15.7	10	12.0	1	1.2	0	0
Low	20	24.1	5	6.0	12	14.5	8	9.6	8	9.6	1	1.2
Average	18	21.7	17	20.5	22	26.5	18	21.7	18	21.7	7	8.4
High	13	15.7	26	31.3	18	21.7	33	39.8	45	54.2	54	65.1
Very High	8	9.6	33	39.8	18	21.7	14	16.9	11	13.3	21	25.3
Total	83	100.0	83	100.0	83	100.0	83	100.0	83	100.0	83	100.0

According to the above table, the level of the respondents rating towards the effectiveness of the motivational strategies was measured through the mean of each program. Thus, flexible working hour (mean value: 4.14). Besides, about 75 (90.4%) of the respondents stated that flexible working hour as the school motivational strategy is highly and very highly effective in motivating the academic staff.

Good Working Condition and Environment was rated with (mean value:4.00) among the rest. About 59(71.1%) rated as highly effective strategy in motivating employees of NCA. Followed by “Fringe benefits”. (Mean value: 3.68) about 56 (67.5%) of them rated this factor as highly or very highly effective.

Recognition and Appreciation Which was rated (mean Value: 3.39) and ranked fourth based on its effectiveness in motivating the academic staff of NCA. As it can be seen from the mean, it is close to be average. This indicates that the school is not using this motivational strategy as they

should. Recognitions the only intrinsic factor that creates work motivation however, the respondents indicated that its effectiveness is average. This is further expressed that about 44 (56.7%) of the respondents indicated that the effectiveness of this strategy is high or very high while 18 (21.7%) said average. The same number of the respondents also said its effectiveness is low or very low.

Following “Recognition”, the other motivational strategy that the school employed is “**Promotion and Growth Opportunities**” based on the mean value (3.19) this strategy is ranked fifth. This indicated that the view the respondents have towards the effectiveness of this package in motivation the academic staff is average. Moreover, table 33 indicates that about 22 (26.5%) of the respondents viewed “Promotion and Growth” as a strategies is average while 36 (43.4%) of the respondents indicated that it is effectiveness is high or very high. the rest of the respondents 25 (30.2%) indicated that the effectiveness of this strategy is low or very low.

Adequate pay as a motivating strategy or a package is employed by NCA. According to the interviews, the school believed that it is paying the academic staff better than the other similar private schools. In this study too, adequate pay was considered as a motivational package. The following table presents the findings of the study with regard to this motivational strategy.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

The aim of this thesis was to explore the factors affecting the work motivation of the teaching staff of NCA. The collected empirical data was evaluated in terms of its congruency to existing motivational models, developed by theorists such as Maslow and Herzberg. The existing theories were applied with the intent to make sense of the data and thus enable the researcher to arrive at a conclusion regarding the scientific contribution of this study. Thus, the study has reached on the following conclusions based on the findings.

5.1. CONCLUSIONS

The works that the teaching staff undertakes at NCA are found to be the one that creates a sense of accomplishment for majority of the respondents 53(62.8%). Besides, majority of them 75 (89.2%) agreed too that they plan and execute their tasks by themselves. However, not a few 26 (30.3%) disagreed that saying that they are not involved in decision making of matters of their concern. Besides, this factor was found to be significant in the rank.

Majority of the respondents (63.9%) and (56.6%) confirmed that they earn recognition through formal and informal ways of recognition from their supervisors or directors. Therefore, the school is working well with regard to recognizing the extra miles taken by the teaching staff.

Majority of the respondent 40 (48.2%) disagreed to the statement that stated that there are fair and clear promotion and growth opportunities in the school while 17(20.5%) failed to decide. Besides, this motivational factor was ranked 7 among the ten intrinsic and extrinsic factors of motivation. With regard to the school effectiveness in manipulating this factor to motivate the teaching staff is rated (mean value, 3.39).

With regard job security or having a stable job, only about half of the respondents 48(57.8%) agreed that they have a stable job and they think their job is important to the school. This extrinsic factor was ranked 5th and the school's effectiveness in using this factor to motivate the staff is found to be minimum since the school does not consider this factor in its package.

A few more than half of the respondents 45 (54.2%) disagreed with the statement that stated that their salary and benefits are good enough and they are affecting their motivation positively while

25(30.1%) did not want to decide this factor as the earlier one was also ranked 5th and the schools effective use of this factor was rated as low or very low.

Even if a few disagreed with the statement saying that the school's policy is good with regard to flexibility of working hours, a few 44 (53.0%) agreed with the idea.

A lot more than half of the respondents 54 (65.1%) admitted that they have a good relation with their supervisors in matters related to job evaluation. Next to working condition, this factor is ranked second among ten.

The "suitability of the work conditions" in which an individual or staff works was supported by more than half of the respondents 55 (66.2%). Besides, this factor was ranked first by the respondents among the ten selected motivational factors.

With regard to the ranking of the motivational factors, all the respondents ranked all ten factors relatively equally significant.

5.2. RECOMMENDATIONS

According to Nasser, (2012), a large number of researches have been conducted with regard to employee work motivation. However, the rate of progress has not been satisfactory. Therefore, both organizations' and researchers' understanding of employee motivation is not complete. Thus, a lot remain to be uncovered in order for managers to fully understand how to motivate the employees in an effective manner. Furthermore, motivation is a continuously changing phenomenon which requires constant exploration as well as organizational adaption. As it is known, currently organizations are relying on the human capital in order to win and survive in the fieriest competition. One best way to come though this completion is regarding the human resource as a competitive advantage rather than a renewable source. Thus, an effective way of employee motivation is effective tactic to retain highly skilled individuals.

The study established that the following alternative measures to improve the work motivation of the teaching staff of Neway Challenge Academy.

- Supervision needs to be improved to be more adequate to promote employees' motivation
- The teaching staff should be motivated in a manner that is congruent with their motivational orientation.

- Motivation is a constantly changing phenomenon which means that directors and supervisors should consistently evaluate the motivational orientation of the teaching staff.
- The school needs to involve the staff in decision makings of matters of their concern. Involving employees in decision makings would increase the motivation of the staff since this factor increases the level of the staffs' responsibility.
- The school needs to clarify its path of promotion and growth opportunities. Basically, teachers can be promoted to department heads, experts, unit leaders, and then to directors. Therefore, it is advisable if the school disclose its own line through which the staff can be promoted.
- The school needs to include job security and the other intrinsic and extrinsic factors of motivation in to its motivational packages. Besides, all the ten factors were almost equally favored by the respondents. Thus, the school needs to focus more on what motivates its staff.
- The future survival of the school necessitates continuous improvements with regards to the motivational strategy that is implemented. Therefore, the school needs continually improve its motivational packages; focus more on intrinsic factors than only on extrinsic ones.
- Besides, it is suggested that further motivational research should be conducted within the non-academic and supporting staff of the academy where the work tasks are commonly static and uninteresting, which means that the managers must uncover alternative solutions to enhancing the workers level of motivation.

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APPENDIX



QUESTIONNAIRE

ST. MARY'S UNIVERSITY EMPLOYEE MOTIVATION SURVEY

Dear Teacher,

You are kindly requested to respond to the statements in the following questionnaire. The statements are related to motivation. Your responses are of great importance as this survey forms important part of a study. Your answers will be treated confidentially and will only be used for the purpose of the research.

Thank you for your help.

(Tariku Mersiehazen)

1. Demographic Characteristics of the Respondents

Please answer the following question by encircling the appropriate letter that contains your response.

- 1.1. Gender A. Female B. Male
- 1.2. Age A. 20- 25 B. 25-30 C. 30-35 D. 35-40 E.41 and above
- 1.3. Position: A. Teacher B. Assistant Teacher C. Teacher and Dept. Head
- 1.4. Level of education A. Certificate B College Diploma C. 1st Degree
D. 2nd Degree
- 1.5. For how long have you worked in the organization?
A. Less than one year B. 1-3 years C 4-6 years D. Above 6 years

PART II:

2. How do you rate your rating towards the effectiveness of the current motivational schemes/packages of NCA?

How do you rate your satisfaction with the current motivational schemes / packages of NCA?

1= Very Low 2= Low 3= Average 4= High 5= Very High

N	Motivational Packages	Weight				
		5	4	3	2	1
1	Adequate Pay					
2	Good Working Condition and Environment					
3	Promotion and Growth					
4	Recognition and Appreciations					
5	Fringe Benefits					
6	Flexible Working Hours					

3. Motivational Factors

Direction:- To understand what motivates you at your work place, please read each statement and Please ✓ only one which most closely matches your opinion on a scale from 1-5, where (SA)=Strongly Agree, (A) =Agree (D) =Disagree, (N)=Neutral, and (SD) =Strongly Disagree.

No	Motivational Factors	Rating Scales				
		SA	A	N	D	SD
	Supervisors relation					
1	My immediate supervisor gives me feedback that helps me in improving my performance.					
2	I receive informal praise and appreciation on my work performance.					
3	I feel that my job performance is fairly evaluated.					
4	My immediate supervisor understands the problem I face at work.					
5	I take part in decision making in matter of my concern.					
	Work Itself					
6	I plan and execute my work independently.					
7	I understand how my work contributes to the company's overall goals and strategies					
8	The tasks I perform are reasonable. (They are not too little and not too much.)					
9	My job requirements match with my ability and experience.					
10	I like challenging task at work.					
11	I am well aware of the company's comprehensive goals.					
12	I know what is expected of me at my job.					

13	It is enjoyable to go to work.					
14	My work offers me the opportunity for growth and development.					
15	I am fully responsible for my job.					
	Promotion or career development	SA	A	N	D	SD
16	I receive coaching and training from my immediate supervisor.					
17	My school provides fair promotion opportunities.					
18	I have the possibility to be promoted in my work.					
	Job security					
19	I am satisfied with my overall job security.					
20	I have a stable job.					
21	My job is important to my organization.	SA	A	N	D	SD
	Good Wages and benefits					
22	I am satisfied with the pay and benefits.					
23	I am satisfied with the benefit I get from the school					
24	I believe my salary is fair.					
25	The pay I receive is appropriate for the work I do.	SA	A	N	D	SD
26	My pay is similar in comparison to my colleagues pay for doing a similar job.					
27	Rewards should be based on performance.					
28	Good working conditions and environment					
29	The colleagues are open and honest with each other.					
30	Diverse perspectives are valued within my department.					
31	I am satisfied with the team spirit in my work environment.					
32	The environment I am working in is an enjoyable place to work.					
33	The school clearly communicates its goals and strategies.					
34	Achievement	SA	A	N	D	SD
35	This is the type of job in which I can feel a sense of accomplishment.					
36	I am satisfied with my students' progress and results.					
37	I feel I have contributed towards my school in a positive manner.					
	Recognition					
38	Directors/supervisors appreciate as a teacher comes up with new and better idea.					
39	I receive informal praise and appreciation for better performance.					
40	Work itself					
41	I Plan and excite my work independently.					
42	I understand how my work contributes to the school's overall goals and strategies.					
43	The tasks I perform are reasonable(they are not too little of not too much)					
44	My job requirements match with my ability and experience.					
45	I like challenging task at work.					

Slightly Adapted from: Johnson, C. (1997) & Lin, P. (2007)

Direction:- To understand what is most important to you, please read each statement and rank its importance on a scale from 1-5, where:(VI) =Very Important, (I) =Important, (N)=Neutral, (UI) = Unimportant, and (VU) =Very Unimportant.

	What is most important to you	VI	I	N	UI	VU
1	* Good working conditions and environment					
2	* Supervisors' relation					
3	* Good Wages and benefits					
4	* Job security					
5	* Achievement					
6	* Promotion or career development					
7	* Work Itself					
8	* Recognition					
9	* Policy and Administrative Practices					
10	* Responsibility					

Thank you for your participation in this study.
Slightly Adapted from: Johnson, C. (1997) & Lin, P. (2007)

PART IV
INTERVIEW QUESTIONS

A. BACKGROUND INFORMATION

1. Can you brief me a bit about your organization?
2. What is your position within the company?
3. How often do you have general meetings with the employees?

B. WORK MOTIVATION

4. How do you assess your own motivation and employee motivation as a factor for high performance?
5. Are there motivational tools/ packages? If yes, please list
6. Do you consider it important communicating to the staffs? How?
7. What factors affect the motivation of the academic staff either positive or negative?
8. Is it the responsibility of the manager/ director/ supervisor to motivate the employees?